

# Sierra

## EDUCATIONAL NEWS

ROY W. CLOUD *State Executive Secretary* . . . JOHN A. SEXSON *President* . . . . . VAUGHAN MacCAUGHEY *Editor*

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### MINIMUM SALARY LAW

**I**N spite of the recent passage of the \$1320 minimum wage law\* for school teachers the base rate of teacher salaries in California is still considerably below the average of wages, not only in many industrial occupations but also below the general run of salaries in the lower brackets of state civil service.

Significant facts concerning the pay of school teachers compared with other California groups have been disclosed in a statewide survey conducted by Cali-

fornia Teachers Association. The survey was prepared by F. L. Thurston, of Los Angeles, executive secretary, and W. Harold Kingsley of the C. T. A., Southern Section.

Among the facts disclosed by the report are that, in numerous communities over the state, teachers pay cuts during the depression are still in effect, despite the fact that the cost of living has been steadily rising and that wages in most

industries have reached the pre-depression level of 1929.

"In some districts" says the report, "partial restoration of automatic increases as a reward for professional improvement were effected. But in the majority of districts, employing by far the great majority of teachers, restoration of salary cuts made during the depression and resumption of salary schedules have not been made.

"Teachers in these districts are not only receiving less than they did before their pay was cut, but have been additionally penalized by the increased cost of living."

It is pointed out that the plumbers helper, teletype operator and stenographer, institution seamstress, ship's laundryman, the institution meatcutter and butcher in state service, all have been receiving the same minimum wage of \$1320 to which teachers have just now been raised.

Other minimum wages in state service include ratings as follows: senior typist clerk, \$1920; senior account clerk, \$1800; senior clerk, \$1680; institution mechanic, \$1680; beef herdsman, \$1560; service file clerk, \$1440; mechanical handyman, \$1440.

**A**ND this despite the fact, as noted in the survey, that teachers are compelled to have at least a four-year university or state college training, with the attendant expense and time, before

\*See also "Minimum Salary Law for California Teachers" by Dr. Elmer H. Staffebach, in *Sierra Educational News*, March, 1937, Vol. 33, No. 3, pp 13—15, 47.

(Please turn to Page 34)



Honorable Frank F. Merriam, Governor of California



*Senator William F. Knowland  
Oakland*

\* \* \*

### **At Claremont Colleges**

#### *Faculty Changes at Pomona*

**A**NNOUNCEMENT is made by Acting-President William S. Ament of Claremont Colleges that Dr. Aubrey A. Douglass, for two years on leave from Claremont Colleges and serving as chief, division of secondary education, State Department of Education, will resume his full-time relationship with Claremont Colleges as director of studies, an office initiated and administered during the current year by Dr. W. Henry Cooke. After constructive work with the secondary school system of the state, during which he was sent by one of the foundations to investigate educational conditions in Germany, Dr. Douglass becomes academic head of the developing Graduate School program.

Dr. Robert L. Kelly, for several years executive secretary, Association of American Colleges, will be in residence in Claremont for the second semester, as visiting lecturer on education.

Dr. Lucius C. Porter, professor of philosophy, Yenching University, Peking, will be visiting lecturer on Chinese Civilization for the second semester.

#### **Hollis P. Allen at Harvard**

Dr. Peter L. Spencer, professor of education, has been given a leave of absence for next year and will be associated with the Graduate School of Education, University of Illinois. Leave of absence has been extended to Dr. Hollis P. Allen, associate professor of education who has this year been registrar of the Graduate School of Education at Harvard University and head of the appointment bureau.

Mildred Moore of Mills College has been appointed recorder and personnel secretary.

## **FRIENDS**

### **TWO**

#### **NOTEWORTHY SENATORS**

*Roy W. Cloud*

**T**HE schools of California this year have had an unusually fine group of friends among the members of the State Legislature. Many of the legislators of both houses have been especially thoughtful of the welfare of public education.

We are presenting herewith two of the Senators who have participated actively in presenting measures of benefit to public education.

Senator Edward H. Tickle of Carmel is Chairman of the Senate Education Committee. He introduced and successfully passed S. B. 104 to establish teacher's minimum salary in California, and S. B. 566 which fixes maximum taxes which may be used for all district purposes. Both measures have been signed by the Governor. Senator Tickle is the author of several other education bills.

We are presenting also the picture of Senator William F. Knowland of Oakland. Senator Knowland at the last session of the Legislature assisted the teachers in passing their tenure and retirement laws.

#### **Local Retirement Systems**

At this session he was the author of S. B. 799 which has been signed by the Governor. S. B. 799 gives legal authorization for the establishment of local school district retirement systems. The Los Angeles city school district has already availed itself of the benefits of this law. Senator Knowland is the author of Senate Constitutional Amendment No. 28, the anti-diversion gas tax amendment, which re-affirms California's constitutional guarantees for public education.

In addition to these two proposals he introduced S. B. 445 (also signed by the Governor) which allows districts to extend the time from three to five years in which a continuing special tax may be levied for capital outlay. The funds accumulated under the provisions of the law as enacted by S. B. 445 will not be subject to tax limitations.



*Senator Edward H. Tickle  
Carmel*

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### **Berkeley Summer**

#### *University of California Offerings*

**U**NIVERSITY of California Summer Session for 1937, at Berkeley, will offer a variety of courses in many fields.

Of particular interest to many teachers will be the work in the field of elementary education,—reading and literature, arithmetic, industrial arts, integrated curriculum,—these cover kindergarten and primary grades, intermediate and upper grades, and rural schools. Laboratory course in the integrated curriculum will be based upon observations of work in a demonstration school.

Teachers who wish to complete requirements for credentials will find courses in elementary and secondary education, in administration and vocational education, including trade and industrial teacher training, physical education, and the junior college.

#### **Conference for School Executives**

For superintendents and high school principals who are unable to remain away from their duties for the full period of the summer session, the Conference for school executives will again be held—July 12 to 23, inclusive.

In the field of the drama the teacher will have an opportunity to study play production, the social function of the theatre, actors and the directing of actors, the development of the speaking voice, the fundamentals of speaking and reading, Shakespeare, and the English drama.

The Roth Quartet and the Kolisch Quartet, Sunday half-hours of music weekly in the Greek Theatre, a series of modern plays, programs at International House—these are a few entertainment features available to summer session students attending the University of California at Berkeley.

The summer session opens on June 28 and closes on August 6.

# MODERN EDUCATION

## MODERN TRENDS IN EDUCATION

*Marvin L. Darsie, Dean of Teachers College, University of California at Los Angeles*

**T**HREE very significant trends can be discerned in modern educational thought and practice. They lie respectively in the fields of educational psychology, curriculum organization and administration, and basic educational philosophy. I shall attempt in this paper to analyze what seems to me the most significant aspects of these trends. All involve controversial issues, so that it is quite impossible to evaluate them with any degree of finality. They represent, however, vital and compelling educational problems of which no educator should be ignorant.

### Study Actual Children

In the field of educational psychology we see a very definite shift from study of "the normal child" as revealed by extensive statistical analysis to investigation of actual children living in immediate dynamic contact with a multitude of environmental influences. This focusing of interest upon real children in action rather than upon statistical averages is evidenced by the attention given to the gestalt and dynamic interpretations of behavior, by the use of tests as instruments of guidance rather than classification, and by the development of school records in terms of pupil growth rather than subject achievement.

Both gestalt and dynamic approaches to the study of behavior subordinate what may be called "piecemeal" learning of the conditioned reflex or trial and error type to that type of situation in which the separate bit of learning (if such a thing ever really exists) is apprehended not as a thing in itself, but as a significant element in a total situation. Pedagogically this implies that the more completely a new experience is sensed as vitally related both to significant past memory and significant present environment, the more effectively will it be learned. Rote learning of any sort is distinctly unfashionable today, both psychologically and pedagogically.

This trend naturally leads to questioning of the propriety of attempting to measure child development in terms of

school marks denoting piecemeal achievement in isolated subjects. The progressives are at present engaged in some very interesting attempts to devise better and truer methods of estimating and evaluating child growth. In general their effort is to substitute descriptive and subjective estimates of growth in character for the more objective sort of marks revealed by performance tests. While it is true that teachers' estimates of the development of attitudes expressed by such terms as "inquiring mind," "social concern" and the like, embody very wholesome shifts of emphasis, it should be understood that such ratings have no particular scientific validity. They measure nothing exactly. The same is true of the so-called anecdotal method of recording the growth of character and personality. The problem remaining to be solved is that of combining such ratings with objective measurements in such fashion as to give both a socially significant and psychologically reliable picture of the child growing to maturity in a complex and changing environment.

### Appalling Confusion

The curriculum field at first sight presents an aspect of appalling confusion. The old familiar "subjects"—algebra, geometry, grammar; even history and English, are roundly condemned. In their place we are confronted with an array of units, cores, activities, integrations, enterprises and fusions which reduces the average classroom teacher to a feel-

ing of benumbed inferiority. Principals and administrators, of course, have to acquire the language in order to maintain their prestige but one may wonder whether they understand the situation any better than their teachers. It is only the professors of education (who do not have to organize actual curricula or teach actual children) who are reasonably sure that they know what they are talking about.

Now if one is willing to try to push his way clear through the thickets of obstructing "pedagogy," he will find that the situation is not as bad as it seems. A large number of really quite intelligent educators are trying to bring educational procedures into line with modern psychological trends. If algebra, geometry and grammar represents concepts and skills so remote from the dynamic environments in which boys and girls are living as to have no real significance or meaning, they embody merely rote learning, result in no real knowledge—in a word do not constitute true education. Just this sort of situation does undoubtedly exist with respect to a good many of the orthodox, traditional subjects. If you don't believe it try to explain to the average fourteen year old girl why she should "take" algebra.

### Unreality and Dullness

Unfortunately realization of the artificiality and consequent unreality and dullness of many school subjects contribute very little to the construction of better and more vital procedures. Frankly, we are all feeling our way. Scouting expeditions are being sent forward along several lines, no one of which will probably provide the final solution of the problem. One of these lines is that of fusion—the attempt to vitalize such subjects as English and history by bringing them together as one subject. Such an attempt carried out by well trained and enthusiastic teachers undoubtedly has possibilities. If, however, it is forced by administrative pressure upon ill-prepared and uninterested teachers, the result will probably be merely sloppy teaching of old subjects.

### Proceedings of Adolescence Conference

**A** COMPLETE verbatim report of the proceedings of the third California Teachers Association Conference on Modern Education is available gratis to anyone interested.

This Conference, on the subject "Growth and Development during Adolescence," includes papers by Dr. Herbert R. Stolz, Oakland; Dr. Reginald Bell, Stanford University; and Dr. Daniel A. Prescott, Rutgers University; also the distinguished panel discussion, which was a feature of the afternoon session of the Conference.

Copies may be obtained by writing to California Teachers Association, 155 Sansome Street, San Francisco.



A second and perhaps more promising line of experimentation is the activity type of organization worked out vigorously and successfully in many elementary schools. At first sight such activities do not seem particularly adaptable to secondary school teaching. On the other hand Meikeljohn's attempt to base a year's college work upon the study of Greek civilization was essentially the proposal of a rather gigantic activity at the college or university level.

#### The Core Curriculum

The so-called "core curriculum" proposes in essence the maintenance of a sort of open area wherein, under guidance, students may either singly or in groups, explore their own interests and capacities. From these experiences will arise awareness of the need of many sorts of more systematic types of training such as are provided in various "subjects." The danger of this line of attack is, of course, its potential vagueness. If a genuine core curriculum can be organized on the basis of what Mr. Wells calls the "Work, Wealth and Happiness of Mankind," with more humanized and vital development of the basic mathematical, scientific, literary and aesthetic knowledges and skills arising as natural extensions of this core study, in my opinion the curriculum problem will have been largely solved.

The third major trend in modern American education is quite definitely an outgrowth of the successful use of education as an agency of indoctrination by the strongly nationalistic totalitarian states of Europe.

The American counterpart of these movements is the proposal that teachers unite to use the schools as instrumentalities for the creation of a new and better social order. Professors George S. Counts and Goodwin Watson present this proposal very eloquently indeed. As far as the nature of the new and better world is concerned, they are unfortunately a bit vague, though emphasizing the point that it is to be "collectivistic."

This idea embodies both great merit and grave danger. The schools should play an important and continuing part in social improvement. There can be no argument on this score. But indoctrination embodies the very antithesis of creative experimental improvement. It proposes the imposition of a set of perfected blue prints upon a fluid and growing people. If these blue prints are very definite (as in the Marxian program) they close the door to real experimental progress. If they are vague (as in Professor Counts' proposal) they are almost certain to be captured by the more aggressive and dogmatic proponents of dictatorship, whether fascist or communist.

We are confronted with dilemmas, incomplete experiments and inadequate knowledge all along the line. But we are living in an incomparably dynamic world. Really our only danger is that of failing to make of education as exciting and vital a phase of living as is provided by life as a whole.

## AMERICAN YOUTH

**S**OCIETY has an increasing responsibility for the education, welfare, and development of young people until they enter gainful occupations," concluded the American Youth Commission of the American Council on Education at its recent meeting in Washington.

Formal education for youth should be given by the public to at least the age of 16 years, and after that, the Commission declared, society's responsibility may be met by other and more flexible means until a youth reaches 21 years, when the obligations may become a special part of society's relation to adults generally.

As a basis for a formal education program, the Commission urged "an education for the common life." Such a program, it declared, should be adapted to the varying abilities and aptitudes of modern youth, but would have "a core of common materials for all." This conclusion was based on the Commission's belief that in the future a secondary education will be secured by practically all young people instead of the approximately 60 per cent now receiving education at this level.

Speaking to the Commission, Dr. Homer P. Rainey, the director, said, "The general or common education must concern itself with

the large problem of the training of good and intelligent citizens. A democratic government must be built upon a system of universal education. Never before has there been such a community of living as there is today. Travel and communication systems have drawn us close together. We read the same materials, hear the same radio programs, and are influenced by a common culture. Habits, customs, and manners are becoming common to all groups. Therefore, we must determine some of the details of this common life and educate our young people accordingly. This should not be construed to mean that there must not also be education for diversified interests and abilities of youth."

He continued, "A central problem of curriculum-building for secondary education is to identify the common elements in the experiences of all, and prepare materials and procedures which will insure that all youth have an opportunity to share in these experiences."

The education of all youth, and the provision of other means of caring for them, will cause the nation to be faced with several problems, the Commission recognized. Among the ones they considered were the probable need for new curricula in the schools, and reorganization of the educational systems, the likely necessity for creating new agencies to care for the needs of youth not in school, and the difficulties of financing an enlarged program.

## DELEGATE DUTIES

### DELEGATION OF DUTIES AND AUTHORITY SAVES TIME

*Charles Herrington, Principal, McKinley School, Gridley, Butte County*

**M**ANY elementary principals complain that they can not possibly find time to effectively execute all the routine work, public relationships, and general planning, let alone the supervision that is essential to a successful, modern school. This complaint is practically unanimous among principals who must spend a portion of the day engaged in actual teaching.

This lamentation, without a doubt, is based upon much truth. Nevertheless, there is one practice—the delegation of duties and authority to others—that can do considerable to relieve the situation.

Certain teachers are always willing to take full charge of all displays and exhibits, others enjoy being responsible for assembly and public programs, some like the duties of keeping up the library, while still others willingly care for the needed first aid, the lost and

found department, or the ordering and distribution of supplies.

The janitor, school nurse, and cafeteria cook are others who can easily handle many of the tasks that principals attempt to carry. Give the janitor full responsibility for the care of the building and ordering of janitorial supplies.

Let the cafeteria cook do the selecting and ordering for the hot lunches. Encourage the school nurse to take full control of the health program and the checking of absentees.

Such a program will not overload teachers and other employees of the school. They will take a great deal of pride in their responsibility and in their spare time show some surprising results of their efforts. This co-operation and responsibility cannot help but draw the school into a closer unit.

Historians tell us that many a great man has shortened his life by overwork and worry because he would not entrust duties to others. Let's save ourselves and build a more effective and successful school program by the delegation of duties and authority to others.



# LOS ANGELES RETIREMENT

*W. Harold Kingsley, Los Angeles; Director of Public Relations, California Teachers Association, Southern Section*

**F**IFTEEN thousand employees of the Los Angeles school system, including approximately 11,000 teachers, will receive the benefits of a local retirement plan as a result of approval by the public on May 4 of a proposition enabling the Los Angeles Board of Education to establish a school district retirement system under the provisions of Senate Bill 799, which became a law at the current session of the Legislature.

A smashing victory for the proponents of the proposition on the ballot by a vote of 207,008 to 84,976 climaxed a dramatic series of events.

At 4:15 p. m. on April 22, Governor Merriam signed Senate Bill 799, which provides that a school district may establish a local retirement system for employees if authorized to do so by the people of the district at an election. The Los Angeles Board of Education was in session when the Governor signed the Bill.

Had the signature been delayed as long as fifteen minutes the Board would have been adjourned and the last day for a legal resolution calling for a retirement proposal to be placed on the May 4 ballot would have passed. Ten minutes after the Governor had signed the Bill, however, the Los Angeles Board adopted its resolution.

Still another obstacle remained to be surmounted. It was necessary for the Los Angeles City Council to pass an ordinance providing that the election called by the Board of Education be consolidated with the municipal election. On Friday morning the City Council met without a quorum. On

Monday morning it met again. A unanimous vote of the Council was required. On the first roll call one vote was cast against the ordinance. On the second roll call the dissenter had absented himself, and the ordinance received unanimous approval. Thus the proposal was placed on the ballot only a week and one day before the election.

Teachers and non-certificated employees of Los Angeles immediately organized a joint committee to interpret the proposal to the public. Assisted by the Division of Public Relations, California Teachers Association, Southern Section, and with their efforts most ably augmented by the Tenth District, California Congress of Parents and Teachers, this group accomplished what veteran observers had declared to be impossible, a victory after only a week of effort and a victory by a margin of almost two and one-half to one!

The proposal on the ballot was merely an enabling measure. No definite retirement plan has been presented by the Board of Education. Approval of the proposal merely authorizes the Board to adopt a plan. It is generally understood, however, that the local retirement system which the Board has in mind is to augment State allowances to teachers by from \$50-60 a month, thus enabling them to retire with aggregate allowances of about \$100 monthly.

A noteworthy feature of the success of the teachers and other employees in securing public approval of the proposal at the polls was the unity of the teaching profession and the non-certificated employees of the district. All elements and groups joined wholeheartedly into the movement. Without such unity, all agreed that the victory would not have been achieved.

enough aside out of his salary to assure some financial security in his old age. In an attempt to solve this problem by himself, the teacher must usually sacrifice his present standards of living in hope of greater comfort later on, or live below a certain standard now with the prospect of a limited income during old age.

The best solution of this problem is a system in which the teacher and his employer contribute jointly to a retirement fund. In this way a reasonable retirement income can be created without the entire burden of building such an income being carried by the teacher alone.

## The Best in California

San Francisco has such a system, praised by educational authorities as being the best teachers retirement system in California.

Yet, few people, including San Francisco teachers themselves, have little more than a smattering of information concerning it.

The original San Francisco ordinance establishing a City Employees Retirement System was approved by the voters in 1922 and went into effect April 1st of that year. Teachers became members of the system October 1, 1925. Today the fund has over \$19,000,000 invested in securities and earning better than 4%.

A retirement board, serving without compensation, administers the system. Its 7 members include the president of the municipal board of supervisors; the city attorney, 3 members elected from active members of the retirement system; a resident official of a life insurance company, and an officer of a bank, both appointed by the Mayor.

Contributions to the fund come from two sources. Members of the system contribute a percentage of their annual salaries, and the city matches this amount. All members do not contribute the same amount, but at a rate according to their age and sex at the time of entrance into the system. For men this runs from 2.87% at age 20 to 6.37% at age 61 and over; for women from 2.94% at age 20 to 6.35% at age 61 and over.

However, in the case of teachers, the contributions, as well as benefits under the system are not computed on their actual salaries, but only the portion of the teachers salaries paid with city money. The city's share of teachers salaries for 1936-37 is 79.07842% of the total; the balance being the state's salary contribution.

Thus, to determine a teacher's annual contribution to the retirement fund, one multiplies 79.07842% his annual salary by whatever the rate is for his age. To this amount, then, the city contributes an equal amount.

The question now arises, when can a teacher begin to enjoy the results of his years of contributions to the retirement fund?

A teacher in the San Francisco schools can retire upon completion of 10 years of

## RETIREMENT SYSTEM

### TEACHER RETIREMENT IN SAN FRANCISCO—A NON-TECHNICAL EXPLANATION\* OF A SUCCESSFUL RETIREMENT SYSTEM

*J. W. Patterson, Social Science Teacher, Horace Mann Junior High School, San Francisco*

In the living room of a typical American home recently, a group of people were asked, one by one, the following question:

"What is your greatest longing or personal ambition at the present time?"

Each in turn expressed some wish based upon a real or imagined need. Finally, one man aroused the interest of everyone when he said, "What I crave most of all is a sense of absolute financial security for myself and my family. I have always had a dread of growing old and not having enough money to keep me for the rest of my days, or of leaving my family unprovided for."

**T**HIS dread of growing old and of finding oneself without financial security is as true in the teaching profession as in any other line of endeavor. In fact, the teacher's problem in this respect is intensified.

He has been educated to certain standards of living which are expected of him by the community. His cultural tastes necessarily are more expensive than those of numerous other economic groups. Yet, the teacher desires to lay

continuous service and attainment of age 62 years; or upon completion of 30 years of continuous service and attainment of age 57. The ordinance defines a year of service as 10 or more months of one fiscal year, but credit is granted for any portion of a year taught.

Upon this "Service Retirement" a teacher desiring the maximum ("unmodified") allowance will receive:

an annuity equal to the amount the teacher has built up through his own contributions, plus interest which has been earned at 4% compounded annually,

and, a pension, purchased by the contributions of the city, equal to the amount of his annuity.<sup>1</sup>

The actual amount of this "Service Retirement" allowance depends upon the teacher's age at retirement; number of years service to his credit; how much, if any, was "prior service" (service before October 1, 1925); and the average of the compensation earned during the 10 years immediately preceding retirement.

The following table indicates the approximate percentage of his salary (average for the last ten years; city's percent) a San Francisco teacher may expect to receive upon Service Retirement. These percentages, for men only, include the teacher's and city's contributions combined. For women the percentages run, on an average, from 4-6% less than for men.

Age at Entry	AVERAGE PERCENTAGE OF SALARY UPON RETIREMENT AT AGE:														
	57	58	59	60	61	62	63	64	65	66	67	68	69	70	
25.....	.....	.....	.....	.....	.....	49.4	53.8	58.6	63.8	69.6	76.0	83.0	90.8	99.4	
28.....	29.5	32.1	35.0	38.1	41.5	45.4	49.6	54.2	59.0	64.4	70.4	77.2	84.2	92.4	
29.....	28.5	31.0	33.8	36.9	40.2	44.0	48.2	52.6	57.4	62.6	68.6	75.0	82.2	90.2	
30.....	27.5	30.0	32.7	35.7	38.9	42.8	46.8	51.0	55.6	61.0	66.6	73.2	80.2	87.8	
35.....	.....	.....	.....	.....	.....	36.0	39.6	43.6	47.8	52.2	57.6	63.2	69.4	76.4	
40.....	.....	.....	.....	.....	.....	29.4	32.6	36.0	39.6	43.8	48.2	53.4	59.0	65.0	
45.....	.....	.....	.....	.....	.....	22.8	25.4	28.4	31.6	35.4	39.2	43.6	48.4	53.8	
50.....	.....	.....	.....	.....	.....	16.0	18.4	21.0	23.8	26.8	30.2	34.0	38.2	43.0	

Percentages for any other entrance age ranges between any of the two age groups nearest and farthest from that particular age. For example, a man entering the Retirement System at age 33 would, at age 63, receive 42.84%.

It often happens that the teacher does not wish to take the maximum (unmodified) allowance upon retirement. In order to accommodate members of the retirement system three options are offered. As the member is influenced in his choice largely by his financial condition when he attains retirement age, selection of one of the optional retirement

plans is not permitted until actual retirement by the member.

Option No. 1 provides for a lesser retirement allowance with the provision that the cash value, at retirement, of the maximum allowance, less the sum of the actual payments drawn by the member, shall be paid as a death benefit to the beneficiary. Should the beneficiary under this option die before the member, a new beneficiary may be designated.

Option No. 2 provides for a lesser retirement allowance being paid to the member during his lifetime, with the provision that, after death the allowance will be continued to the beneficiary during his or her lifetime. Should the member outlive the original beneficiary, no new beneficiary may be designated under this option.

Option No. 3 provides for a lesser retirement to be paid during the member's lifetime, with the provision that, after the member's death, one-half the less retirement allowance shall be continued to the beneficiary during his or her lifetime. As in Option No. 2, no new beneficiary can be designated.

Perhaps this question has arisen in your mind: What happens in case the teacher dies before retirement?

Should that happen, the designated beneficiary receives a death benefit made up of, first, an amount equal to all the contributions the teacher has made to the fund, plus 4% interest compounded annually; and sec-

he receives all his contributions to the fund, with interest at 4% compounded annually. Should he return to the city service he may redeposit an amount equal to that which he withdrew, and continue under the same status as before withdrawal. Failing to redeposit results in re-entrance into the retirement system as a new member without credit for any service and at the pension rate for his age at re-entrance.

#### Disability Retirement Also

Disability retirement is also provided for members of the retirement system. Only members with 10 or more years of continuous service immediately preceding retirement are eligible for the disability retirement allowance, however. A physician, appointed and paid by the retirement board, must signify that the member is physically or mentally unable to perform his duties.

The amount a teacher receives if retired because of disability is calculated in this way: For each year of actual service he will receive 1 1/4% of his average salary over the last 10 years immediately preceding retirement, if such an amount exceeds 1/4 of said average salary. If such an amount is less than 1/4 of the average salary, then he receives 1 1/4% for each year of service which would be creditable to him were his services to continue to age 62. This allowance, however, must not exceed 1/4 of his average salary for the last ten years previous to retirement.

Roughly speaking, a San Francisco school teacher upon retirement, for service, from the School Department is assured of a life income of between 40 and 50% of the salary he was receiving at the time he reached the retirement age. That is assuming, of course, that the teacher entered the city service as a young teacher and served approximately 30 years.

By adding to the city retirement allowance, the state retirement allowance, plus a moderate personal life insurance of the endowment type, one can appreciate the sense of financial security, the peace of mind, that has been provided the teachers of San Francisco through membership in the San Francisco City Employees Retirement System.

\*This article would have been well nigh impossible were it not for the invaluable assistance of John A. Bruton of the San Francisco Employees Retirement System who explained, in detail, the operation of the System, and who helped the author to collect the data included herein.

\* \* \*

Little Poems by Little People is a charming anthology published by the pupils of Luther Burbank School, Santa Rosa; Mrs. Marian Gregg is principal. Her noteworthy school has attained distinction through the progressive educational activities she has so successfully conducted there.

1. In addition to the above benefits, teachers in city service prior to October 1, 1925 receive another pension equal to 1 1/2% of the average salary earnable during the 10 years immediately preceding retirement, for each year of such "prior service." Thus, if a member is credited with 12 years of "prior service" and has an average salary (city's percent only) during the last 10 years of \$200 per month, the teacher will receive an additional allowance of 16% (1 1/2% of each of the 12 years) of \$200, or \$32 per month on account of "prior service."



## DEFINE YOUR TERMS

David Snedden, Professor Emeritus, Teachers College, Columbia University,  
New York City\*

**I**N ONE of his witty essays John Adams, the British educator who traveled much in California, argued that "the principles" and "the practices" of education as taught in teacher-training institutions were like oil and water—they hardly ever mixed. Often, indeed, "never the twain did meet."

One source, perhaps the chief source, of this difficulty is the poverty of the language in which these principles are commonly expressed. For it seems to be a sadly true fact that not only has the vast and growing field of educational thought no technical terminology of its own, but that many of even our foremost educational thinkers prefer to write and speak in terms excessively abstract.

The handicaps and futilities imposed by the borrowed terminologies which educators must still use are especially evident in much of current thought and communication about educational values, educational purposes, and objectives for school educations.

Laymen and old-time educators have long demanded that we teach (or train) children: to think; to be punctual; to be self-reliant; to be resourceful; to be obedient; to exercise self-control; to be cooperative; to appreciate the beautiful; to be adaptable; to be loyal; to respect the rights of others; to follow the best leaders.

### The Opium of Educators

Within recent years a new crop of philosophized "aims" have become fashionable, especially among younger educators. The schools should aim especially to produce: open-mindedness; toleration; the habit of independent judgment; creativeness; adaptability; (vocational) adjustability; inventiveness; the habit of critical judgment; the habit of leadership; the scientific spirit; love of the beautiful; the ability to weigh evidence; the ability to adapt to new situations; and many others of similar "omnibus" character.

Somewhat similar vague, and too often, illusory aspirations are frequently expressed in such phrases as:

A large part of education for the professions (or a profession) should consist of "background knowledge" (or fundamental processes); the schools must "socialize" our children; our children must be equipped to live in "a changing social order"; the purpose of the college is to train "leaders"; the college (or high school) must provide a "broad (or rich) culture" in preference to mere trade (or professional) training; we are educating for "a democracy"; the schools should aim to extend "social justice."

Such terms are "the opium of educators."

Their use in seemingly learned articles or platform addresses gives users a fine sense of exaltation and hearers a rich sense of soothing comfort. But they are all excessively "the stuff that dreams are made of"—and too long heard "we first endure, then pity, then embrace."

Their habitual uses produce endless romantic illusions because they commonly contain some truth and much falsity. They connote some practicability and much mirage-like futility of purpose or method. For within each of the fields thus generalized are some particular species of learnings which are easily attainable, but also large proportions which, as idealized, are neither attainable as "wholes" (the illusions of the faculty psychology) or, for persons of given native abilities and environments, in more than a few species.

Of course teachers can train (or otherwise educate) their pupils in a few particular species of: concentration; loyalty; toleration; creativeness; open-mindedness; appreciation of social change; fundamental processes; vocational adjustability; and the rest, when these are clearly known and their limits defined.

**Y**OUNG persons or even old persons can be educated to practice a few new forms of: cooperation; resourcefulness; habits of critical or independent judgment; methods of thinking (or how to think); the scientific spirit; and others.

But romantic pedagogical thinking tends to over-generalize, both the ranges of these species which can practicably be learned or taught; and also the so-called "transfer," "spread" or "functioning" of these species. Here the cherishing of illusions, the pursuit of mirages, the "whoring after visions, otherwise or over stale" (Kipling) supersedes factual and real thinking. The opium has done its work. Our cooperative communications

### Kindergarten-Primary Convention

**W**HO lays the foundation for early childhood education? Community cooperation has been suggested on guidance panels, superintendents conventions and parent-teachers meetings. The 14th State Kindergarten-Primary Convention will attempt to make these suggestions a reality.

We suggest that local groups discuss the theme "The Community and Early Childhood Education" so that constructive suggestions may be presented at the convention in Pasadena at Hotel Vista Del Arroyo, November 25-26. Alhambra and Glendale are co-hostesses with Pasadena.—Elizabeth F. Schellenger, General Chairman, Pasadena.

degenerate into lulling or combative exchanges of slogans, catch words, concepts which give delusions of onward motion when in fact we are only pursuing and following each other around in circles.

Some suggestive analogies can be drawn from comparisons of old and new "aims" of medical practice.

The doctors of the 17th century sought "a cure for fevers," "a preventive of indigestion," "a remedy for heart disease." A medical authority recently stated that "cures" for arthritis are now among the most extensively advertised of extra-medical remedies; but, he said, scientific medicine knows that there are scores of causes, and, in effect, forms of arthritis, and that what is helpful for one may be harmful for another.

### Use Precise Nomenclature

Modern medical leaders think and communicate largely through technical terminologies—as will the educators of three decades hence, we must hope. They have distinguished scores of kinds of "fevers," no two of which have the same cause or cure. And these doctors are especially chary of using over-generalized, "abstract singular" terms in their writings.

Let educators beware that they do not too long remain in the "medicine man" or even "patent medicine" stages of plan and practice. But what can we do?

One thing we can do now is to "define our terms." The quoted title of this paper comes from the plea which Voltaire constantly made to those who would philosophize with him—"define your terms." But even better than definitions often will be concrete examples, illustrations and cases. Especially will these be helpful to mutual understanding and effective cooperation if they are deliberately chosen to show what is left out of any "omnibus generalization" or concept as well as left in.

Even more important will be the progressive analysis of our deductively made concepts into realistic species. We now talk too much of "personality" where a few years ago we talked too much of "character." Both of these are in a sense composites hardly less vast and complex than the starry heavens or the mineral components of the Sierra Nevadas. Can we teach "morality" or "loyalty" or "caution"? Can we train young people "to think," "to be scientific," "to be fair"? Can we "train the imagination" or "educate the emotions"?

No realistic thinker will answer yes or no to those queries. But we all know that we can teach young people certain "species" of moral behaviors and the rest. In fact many of these species are very effectively taught by play fellows, employers, and even by books and moving pictures.

**DEFINE** your terms. Use concrete examples to explain. Above all, break genera (generalized, vague concepts) up into realistic species.

\*Address—460 Amherst Street, Palo Alto.



## AROUND THE STATE

### 8. A SAN JOAQUIN VALLEY PLAYDAY

*Rodgers L. Moore, Tulare County Supervisor of Physical Education and Health, Visalia*

**O**N the State Highway in Tulare County, between Visalia and Tulare, is Mooney Grove, a tract of 100 acres, on which grows the finest grove of valley oaks to be found in California.

Some years ago this grove was purchased by the county and set aside as a public park, thus preserving these stately oaks for the comfort and pleasure of future generations.

Two famous statues—"End of the Trail" and "Pioneer"—stand at the entrance of the park. These statues are copies of the originals and were used as exhibits at the Panama-Pacific Exposition. They were donated to Tulare county by the Exposition officials. The Park has a small zoo, excellent playground equipment, and free boats for all who care to row on the small lake. Mooney Grove Park is a very popular resort for open-air meetings, picnics, and social events.

One of the most important events held in Mooney Grove is the annual play-day and track-meet for the county schools. At this time thousands of school children and hundreds of parents and teachers assemble. The athletic contests are held in the recreation area of the park. 1937 marks the 22nd year of this important feature of the county schools. This event is sponsored by the office of the county superintendent of school and is directed by the supervisor of physical education for the county schools.

#### Care and Precision

It is interesting and encouraging to note the rapid growth of this annual play-day. Only a few years ago the number of participants was a few hundred, while today the number runs into the thousands. In the early days the races were run on the dusty road, the pits for the broad- and high-jumps were dug the morning of the meet and dug by the participants themselves. Now, of course, the entire meet is organized systematically and conducted with the care and precision that attends a college track meet. The beautiful turf and the well-kept grounds show the untiring efforts of the park superintendent, Mr. Robert Tucker, and his co-workers.

In the spring of 1935 the district track-meets were introduced to the county schools. All of the schools were appointed to one of 14 districts, according to size and geographical location. This procedure was approved by the principals and teachers throughout the county, for this gave their boys and girls an opportunity to compete on a more equitable basis. The three-point classification system was employed in the segregation of the pupils. The classes or groups in both sexes competing are A, B, C, and D. Boys and

girls under 10 years of age may not compete in the track meet.

Competitive events for the girls are limited to the 50-yard dash, baseball throw for accuracy, Relay 1 in which one runner from each class (A, B, C, D) competes, and in Relay 2 which was introduced for the benefit of those schools having no runners in classes C and D. The runners in Relay 2 may be selected from classes A, B, and C, but not more than two runners from one class will be allowed to enter.

Likewise the boys are segregated into their respective divisions. Their activities are as follows: classes A and B—50-yard dash, high jump and broad jump; classes C and D—75-yard dash, high jump and broad jump. This boy group has two relays with the same class limitations of the girl group.

These district meets serve as elimination contests, the winners of which compete in the Mooney Grove meet. Only those students winning one or more of the first four places in the district meets are eligible to compete at the county meet. The results of the district meets presents a total entry list of 2016 participants for the annual play-day. Great care is exercised to prevent over-exertion on the part of the athlete, and to insure this, the individual is limited to two events, plus the relay in his district.

#### A Grand Afternoon

After a pleasant noon hour of school picnic dinners, the afternoon was devoted to baseball games, volleyball games, horseshoe contests, and an exhibition badminton game through the courtesy of the girls physical education department of Tulare Union High School, under supervision of Miss Aileen Fisk.

Officials for the meet were coaches and physical education directors from secondary schools throughout the county. Without their assistance this large undertaking would be impossible. The awards for the Mooney Grove point winners consists of ribbons—larger and with different emblems than those given at district meets. In addition, the schools winning first three-place winners—in both the boys and girls divisions—are given banners signifying the same. The school having the highest score—boys and girls scores combined—is presented with a large, silk American flag. This is a perpetual award and remains at the school for one year.

The people of Tulare County look forward eagerly to this annual event, and each year the interest—and the crowds—increases. (Merced County: See Page 34)

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Lucile Gulliver is now editor of *American Childhood*, a magazine devoted to child training in home and school, published by Milton Bradley Company, with editorial offices at 168 Newbury Street, Boston.

Marguerite E. Hubbell, retail selling instructor, Stockton High School, of which W. Fred Ellis is principal, conducts a noteworthy course there on "Retail Selling and Consumer Buying." It aims primarily to prepare the student for the position of salesperson in a retail store.

She has prepared a 6-page mimeographed outline describing the main features of this excellent course. Laurance N. Pease is head of the Commercial Department in which this course is given.

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#### Restore Salaries

**W.** HAROLD KINGSLEY, director of public relations, C.T.A. Southern Section, has brought to our notice an excellent joint report of public relations and teachers salary committee of that section; chairmen, Donald T. Graffam and Hugh Tiner.

This statement, 5 mimeographed pages with tables, was sent to all Southern Californian teacher organizations and boards of school trustees, urging trustees and boards of education in all California school districts to give favorable consideration to complete restoration of teachers salary reductions and the resumption of normal schedules.

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Voters of the King City Union High School district recently approved a \$50,000 bond issue for the construction of a new school auditorium.

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#### High School Girls

**M**ORE than 100 girls and their respective high schools have broader occupational concepts resulting from the 4th biennial vocational conference arranged by the Deans Association of the Central Coast Counties. Generosity of the women's clubs, community service and church organizations, and a great deal of hard work by the deans and students made possible this fine gathering recently at Asilomar.

Representative speakers focused attention upon job situations, personal and educational qualifications, avenues of access, and promotional opportunities pertinent to the fields of music, nursing, cosmetology, costume design, retailing, social service, and sculpture, with personality development, and recreation through youth hostels, music and group singing rounding out the program. Group and individual conferences between students and speakers were made possible after the general meetings and around the dining room tables.

Janet Heitman, president, Deans Association, conducted the Friday evening meeting, and Shirley Kirtland, head of the Girl Reserves in San Luis Obispo High School, presided at the Saturday morning session. Students greeted guests and acted as hostesses in the reception and dining room under the supervision of Evelyn Gardner of Pacific Grove High School, in charge of general arrangements for the convention.

# EDUCATION IN FRANCE

## MODERNIZING EDUCATION IN FRANCE

Betty Martin, Assistant d'Anglais, Ecole Normale d'Institutrices de la Seine-Inferieure  
Rouen, France; Pomona College '35; Claremont Colleges '36

**C**AN a continuous program of progressive education be consummated when the Minister of Public Education is subject to the political vicissitudes of a frequently changing government?

The fate of reforms initiated under the Laval government and aimed at Ecoles Normales presents a recent and very clear example of what sometimes happens.

### The Ecole Normale

The Ecole Normale is the training institution for French elementary school teachers. It comprises a 3-year course of cultural and professional education. Unlike the American teachers college, it places its greater emphasis on the cultural curriculum. Entrance and a government when the Director of Education and some clothing are awarded on the results of competitive examinations. Candidates shall be 16 years old and must possess the "Brevet Supérieur"—a diploma which represents approximately 10 years of schooling.

By the ministerial decree of 1935, the following change was proposed to become effective in one year: The Ecole Normale was to be transformed from a cultural-professional school to a purely professional course of 2 instead of 3 years. Competitive examinations remained as the criterion for entrance, but qualifications for the candidate were to be changed. Thereafter, he must be 18 years old and could present himself either with the old certification of "Brevet Supérieur" or, also, with the Baccalaureat degree of a Lycee—a degree corresponding approximately to the completion of the 14th year.

The popular cry of "economy" was used to further this attempted change. The opposition succeeded in delaying action until July. Meanwhile, May elections brought Leon Blum and with him a new Minister of National Education and Fine Arts. Summer examinations and October openings progressed in the usual forms in all schools.

### Security for Teachers

A leader in many forms of social insurance, France has also turned her attention to the problem of unemployment among public school teachers. She has evolved a very simple method which, in producing a selective group, also prevents an oversupply of qualified teachers. From statistics computed annually in each "department" the number of prospective vacancies is estimated.

An important aid in compiling these figures is the system of forced retirement. After 25 years of teaching, one is eligible for a

pension but does not receive it until he is 55. At this age, retirement is obligatory. On the basis of figures obtained in this and similar ways the required number of future teachers is admitted for training from the highest ranking candidates in competitive State examinations.

During the training course, with his mind free from the worry of obtaining a position, the candidate is able to expend all of his efforts upon professional preparation.

When Leon Blum formed his coalition cabinet, he chose Jean Zay as his Minister of Education under the double title, Minister of National Education and Fine Arts. Zay has inaugurated positive measures in the direction of educational reform.

### Educational Projects of Front Populaire

First, partially as a means for combatting unemployment, he raised the school age limit from 12 to 14 years. Then, he turned his attention to the long-existing inadequacy of the physical education program. With the increased emphasis on public health and backed by public statements by the Minister of War in favor of physical training for preparedness, Zay found ready approval for the plan of obligatory physical education.

Already a system is functioning in several "departments" whereby pupils above 7 years

of age are given one hour of gymnastics a day and one free afternoon a week, during which they engage in sports or make excursions into the country accompanied by a teacher to play games or study nature. When this program becomes effective in all "departments," it will include nearly 7,000,000 French boys and girls in a physical training plan.

Under authority as Minister of Fine Arts and Education, Mr. Zay evolved a plan for school decoration which aims to alleviate unemployment among artists at the same time that it brings the pupils in closer contact with a living art. Henceforth, in all new secondary school buildings, at least 1½% of the building budget must be expended for ornamentation. The execution of this work is reserved for artists and sculptors designated by a government-appointed committee.

### Municipal Theaters Reopened

Also in his double capacity, the Minister proposes to re-open some 56 municipal theaters closed during the depression. By appropriating one half the present fund for unemployment relief among actors—16,000,000 francs—to maintenance and operation, and the other half—or 8,000,000 francs—to actors salaries he hopes to ameliorate a serious situation and also to return the municipal theater to its former importance.

### Changes Long-Needed

In these educational reforms of the government echoes are heard of reforms patterned after the advancing American and English systems. Provided that the Blum government can stand long enough, the leadership of Jean Zay may bring long-needed changes in the State schools of France.

\* \* \*

### New World Broadcasts

**W**EEDLY Broadcasts NBC Western States Blue Network, KGO, Mondays 9:30-10 a. m., California Teachers Association in co-operation with National Broadcasting Company, Programs directed by Arthur S. Garbett, Director of Education, Western Division, National Broadcasting Company.

**June 7**—Ray Adkinson, Orange County Superintendent of Schools, Santa Ana; member C. T. A. Southern Section Council.

**June 14**—Julia Elizabeth Combs, teacher, Kelseyville Union Elementary School, Lake County; secretary C. T. A. Bay Section Classroom Teachers Division.

**June 21**—Henry I. Chaim, head, department of business, High School of Commerce, San Francisco; member, C. T. A. Bay Section.

**June 28**—John Douglas Conway, teacher of dance and allied arts, Auburn; director, Alta Vista Little Theatre, Auburn Theatre Arts Club.

**July 5**—Mrs. Neva C. Hollister, teacher, Jackson School, Fresno; vice-president, C. T. A. Central Section.

Transforming a Schoolroom is an excellent illustrated article recently appearing in American Painter and Decorator, by Z. A. Battu, and describing the improvement of a Sausalito school, Marin County.

The experimental color treatment proved to be highly successful. It included five shades of blue and modern indirect electric lighting fixtures.

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### Our Business Life

**G**REGG Publishing Company has issued Our Business Life, complete edition, by Lloyd L. Jones. This outstanding text in junior business education and the workbook which accompanies it are available either as a complete one-book volume or in two volumes divided on a semester basis.

Filled with illustrations (many colored) Our Business Life literally pictures American business. It is a completely new edition of General Business Science to which it is a successor. Also available are excellent teacher keys, plan books, manuals and objective tests.





Back Row, Left to Right: Louise McLean; Elaine Humphrey; Kenneth Hasten; Boyd Lammimin; Dwaine Mears; W. K. Peterson, Coach; John Shutz; Lyle York; Margaret Thaddeus; Morton Block; Josephine Woods; Wayne Long.

Front Row, Left to Right: Edith Baker; Barbara McLane; Helen Baldwin; Jane Karpe; Marie Stanfield, President of N. F. L. Chapter; Marjorie Styles; Ruth Kliever; Frances Thaddeus; Hazel Morton.

## SPEECH SQUAD

### CALIFORNIA SCHOOLS PRODUCE CHAMPIONS

*W. K. Peterson, Public Speaking, Kern County Union High School and Junior College, Bakersfield*

**I**N the last five and a half years, we have won 13 of a possible 17 C. I. F. Central Section Valley championships in oratory, debate, and extemporaneous speaking. We have won the same number of County championships in the same competitions.

We have won 3 State squad championships. We will be in the upper three this year. We have won 2 State championships in debate and have been second twice. We won in 1934 and 1935. We were second in 1936 and 1937. We won 2 State extempore championships and 1 national extempore championship. We won 1 Southern California Conference debate championship; have been runner-up once, and we are leading the League. We won the Northern California Public Speaking League debate championship, also the extemporaneous speaking championship. We have won numerous invitational tournaments in debate and individual speech. We have consistently led California in the National Forensic League.

A few words about our competitive speech program. Students are given an opportunity at our school to develop their interest during their freshman year. During our advisory homeroom period, we have a freshman speech group. In this group this year, we have about 60. There were 100 who applied. This group runs off tournaments in debate and extemporaneous speaking.

We have a sophomore squad of 20 or

more competing in local Class B league, called the Sierra League. Then we have our high school "Varsity" squad of 20 or more competing in our Class A schedule. Bakersfield is a member of our County and Valley League; also the Southern California Conference, which is composed of 14 of the larger high schools from San Diego through Los Angeles to Bakersfield. We are also members of the N. F. L. Pacific District, which covers the entire State territory. We have, in addition to these juniors and seniors, a squad of 20 sophomores and 60 freshmen.

### How We Do It

We believe in giving every student who is willing to work hard enough for the opportunity the chance to get into actual speech competitive situations. We use both the decision and non-decision method. We work in debate, original oratory, oratorical declamation, extemporaneous and impromptu speaking. We offer considerable social opportunity in our various squads, parties, receptions, picnics, etc.; and our squad comprises boys and girls about equally.

We have many former students who are competing successfully for major universities. Each year we are proud of the fact that several of our students receive scholarship help on a basis of their speech-leadership achievements.

I have as my assistants in this work, Robert J. Wright, graduate, College of the Pacific, and Isabel Hanawalt, one of my own former students and graduate of U. S. C.

We are most appreciative of the support given and the opportunities provided for our speech group by our principal, H. A. Spindt, and our student body which believes and supports this speech program. We are also most grateful for the interest of our school counselor, Leo B. Hart. It is through his direct co-operation and help that our Freshman group is made possible.

\* \* \*

### Guidance Books

#### *A New Approach to Guidance in Secondary Schools*

*Emanuel E. Ericson, Professor of Industrial Education and Guidance, Santa Barbara State College*

**I**N KEEPING with modern educational theory recognizing individual differences and the life career motive on the part of school children a vast amount of literature has appeared upon the subject of guidance. A large proportion of this literature, however, has been adult-minded in its presentation and has failed to stimulate enthusiasm in youth.

The Life Adjustment Series, an issue of paper-bound books and pamphlets, published by McKnight and McKnight, Bloomington, Illinois seems to have been successful in shifting the emphasis from telling the students to offering them an opportunity to find out for themselves.

Up to this time the series consists of five "Practice Books" of from 32 to 75 pages and five "Information Books" averaging less than 100 pages each. The titles or phases of life adjustment under which these five pairs of booklets are treated are (1) Getting a Job, (2) Keeping Physically Fit, (3) A Health Program, (4) Selecting an Occupation, (5) Taking a Look at Yourself.

The senior author of the series is Dr. Charles A. Prosser, director, Dunwoody Industrial Institute, Minneapolis. Collaborating with him is R. H. Palmer, director, General Division, Montana State College, Bozeman, and Walter A. Anderson, supervisor of instruction, Minneapolis Public Schools.

Several attractive features are evident in connection with these publications: (1) each unit is separate from the others, and can be obtained separately at a small cost; (2) the material is presented to students in "small packages" and lacks the formidable appearance of bulky volumes; (3) the style is personal, conversational, and appealing; the "practice books" present a challenge and something practical for the student to do; (4) the atmosphere of intimacy which surrounds the books should arouse definite response on the part of the students.

Self-analysis and self-guidance should be logical outcomes from the use of this series by sympathetic teachers and counselors.

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Charles E. Keyes, veteran worker in C. T. A., retired in 1933. He had completed 36 years of service in Oakland schools, 21 of which had been as principal of Oakland High School.

He is recognized this month by an honorary LL. D. degree, conferred upon him by Marietta College, Ohio, at the commencement exercises there.



## CLIPPER PILOT

### EDUCATIONAL BACKGROUND OF A CLIPPER SHIP PILOT

John L. Horning, Vice-Principal, Intermediate School, Napa

**S**CHOOL children have become deeply interested in trans-Pacific aviation, due to the advent of Clipper ships on the Pacific Coast by Pan-American Airways.

Their scope of distance, time, power, far Eastern culture and trade has been greatly broadened through the assistance of the 25 ton aircraft. Many boys have a great desire to become a pilot or other key worker in this new and great adventure—flying.

The necessity for the highest trained personnel to fly and service these Clipper ships is plainly evident. The company has maintained high standards. From Chief Pilot, Captain Edwin Musick, down to the personnel of base operations, the most exacting training is required.

What part does Education play in the training of a Clipper ship pilot? This question was answered by the writer's close friend and boyhood chum who serves as a Junior Flight Officer on the Alameda-Manila run.

While talking over old times, we recounted the part that Scouting played in his preparation. As an Eagle Scout, camping and the outdoors opened a vista of interesting activity for him.

At first Samuel P. Crago was interested in becoming a forester. Hence junior and senior high school education included adequate mathematics—algebra and trigonometry—languages, and sciences. During this time he was camping and hiking in odd moments and was developing a strong and keenly alert body—the possession of which is so necessary in aviation. Initiative, perseverance, and courage were desirable outcomes of such preparation.

One year of forestry was had at Pennsylvania State Forest Academy. A desire to study civil engineering caused him to change to Carnegie Institute of Technology in Pittsburgh. During his sophomore year Crago became interested in ever-expanding aviation. In his spare time he worked on motors and the rigging of ships at a nearby airport, in exchange for which labor he received flight instruction.

#### He Studied Hard

His engineering course received its quota of hard study. Additional mathematics and science gave him an ideal background for aviation. He graduated near the head of his class in 1927 and sought a position in the growing Pan-American Corporation.

His first job was that of a mechanic in Atlantic City. After he received his master mechanic papers, he was transferred to Honduras, where he worked into the flying work as a co-pilot. Later, by study and hard work, he was given a regular South American run.

Pan-America requires every advancement to be contingent upon advanced study and precise skills. This helps to maintain its marvelous record of safety in flying.

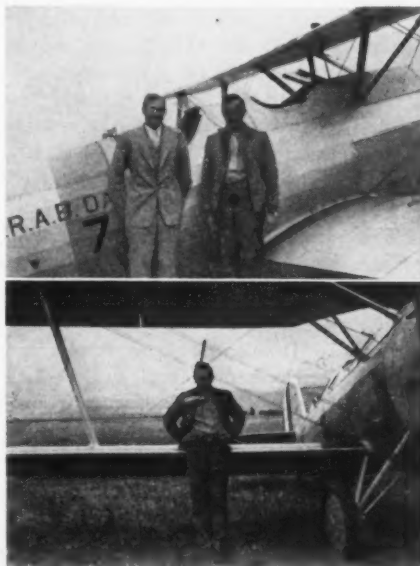
Mr. Crago found that naval flying was essential to better service, so he resigned to become a Marine Corps flying cadet. He graduated as a second lieutenant from Quantico, Virginia, and immediately returned to the company service. When the crews were picked to fly the Clippers from the Eastern to the Pacific Coast, he was sent to Baltimore, Maryland, to help test-flight the ships at the Martin factory. He also spent some time at Hartford, Connecticut, learning new facts on super-horse power motors at the Pratt-Whitney factory.

To be a junior flight officer it is necessary to become a first class radio operator, to hold both an aviation mechanic's license and a transport pilot's license, and to be a master navigator.

Mr. Crago agrees that an unusually fine preparation is required in mathematics because aviation demands accurate navigation, especially on over-water flights. Science, especially physics, is very essential for all aerodynamic studies. Training in handicraft projects is especially necessary to attain high skill in working with the hands. College training for all advanced aviation work is almost mandatory.

The social studies department while recently studying the article "Flying the Pacific" in National Geographic Magazine,

*Upper picture, left to right: John L. Horning, Samuel P. Crago. Lower picture: Samuel P. Crago, Junior Flight Officer, Pan American Airways, during his visit at Napa.*



evinced great interest at seeing this friend's name in the article. Several remarkable models of aircraft have since been designed by the boys and sent to Mr. Crago for approval of their designs.

What a thrill it is to school children to be a living part of a great trans-Pacific enterprise! Truly Education is self-realization through personal effort in a real world!

\* \* \*

Co-operative Study of Secondary School Standards, under direction of Walter Crosby Eells of California, has made splendid progress during the past school year; 200 schools, of a wide range of types and sizes throughout the United States, have been studied intensively. Chairman of the general committee in charge is Dr. G. E. Carrothers, University of Michigan. Dr. Eells' office is 744 Jackson Place, Washington, D. C.

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### Controlled Reading

Review by Dr. Arthur S. Gist, President, Humboldt State College, Arcata.

**T**HE author of this study (Controlled Reading, by Earl A. Taylor, University of Chicago Press, 1937), who is connected with Bureau of Visual Science, American Optical Company, takes the stand that any successful reading program must enlist the aid and co-operation of the parents and of various specialists.

He lists as necessary specialists, the eye specialist, the psychologist, the research worker, and the physician. Very aptly Mr. Taylor asserts that remedial work alone, independent of preventive measures, does not solve the problem of reading difficulty.

He used the metron-o-scope machine which photographed the eye-movements of some 2500 persons ranging from first grade pupils to adults in their sixties.

The author takes the point of view that this machine not only photographs eye-movements accurately, but by the use of prism-reading with the machine, eye-movements can be controlled so as to "condition accurate, coordinated responses while following the line of print and to increase the reading rate without decreasing comprehension." This evidently is accomplished by increasing the eye span, thus producing fewer fixations and more rhythmic eye movements.

It is often found that the eyes do not function together, and that visual inefficiencies respond to this re-educative process. Numerous case studies are cited which prove the value of the metron-o-scope for improving reading ability.

The book gives a history of eye-movement photography, is printed attractively with some 50 illustrations, 19 tables and a comprehensive bibliography in which the studies of the leading reading experts are brought into the various experiments.

# ALL YEAR COLLEGE

## A NEW PLAN FOR A NEW ALL-YEAR COLLEGE

Clarence L. Phelps, Santa Barbara State College

**W**HEN practically everything educational is being reorganized isn't there a place for a revised calendar for the operation of colleges? This discussion outlines a plan for regular college sessions throughout the calendar year. It would be especially appropriate for colleges favorably located from the standpoint of attractive all-year climatic conditions and in territory where secondary schools are organized on the semester plan with graduating classes at mid-year.

College plants represent great capital investments and should be used to the fullest possible extent. There is today no satisfactory reason for placing them in a class with resort hotels which have no guests at certain seasons of the year. It is neither good educational policy nor sound business procedure to have them closed from three to four months in the year, to have them turned over for a part of that time for make-up work by students of the current year, or to other groups who have not been in residence during the regular sessions.

### Bad Enforced Idleness

There was once a good reason for long college vacations. In pioneer days the young men were needed for work in the busy summer season. Today it is necessary for large numbers of students to earn a part or all of their personal expenses while they are in college, but the summer vacation no longer meets their needs for this purpose. It is an outmoded arrangement that belonged with a simpler form of social conditions. When a million and a quarter of high school and college students are turned loose for the summer only a small percentage of them can be gainfully employed. This long period is mainly one of enforced idleness.

There are some adjustments, not entirely without precedent, that could be made to the advantage of all concerned. They are all related to a more continuous and a fuller use of the plant. Educational costs could be greatly reduced and opportunities for self-help for students could be materially increased by a different division of the calendar year for college purposes.

The first step would be to divide the year into two equal parts. Twenty-four weeks in each division would be used for school purposes, leaving a total of 4 weeks for vacation in the year. So far as divisions of time are concerned there is no radical departure in this proposal. But, in the use of these

divisions there would be a great difference. Each 24 weeks would be complete in itself as if it were the whole college year. In other words, there would be two separate, complete organizations exactly alike in the calendar year.

Such a division of the college year would offer two regular plans for the student to pursue in securing a college education. If he should elect a continuous program, content with a total vacation of one month out of 12, he could complete the usual 4-year course in from 2½ to 3 years. In this case he could finish his undergraduate work, have some time for relaxation or travel and a year for graduate work—all in the usual undergraduate period.

The selection of this plan by a student would presuppose considerable financial backing, rugged health and a desire for rapid progress. For a student planning a lengthy period of graduate work to secure advanced degrees or to prepare for a learned profession an opportunity of this kind should have a strong appeal.

The other plan, providing for an abbreviated college year, approximately 6 months in length, should appeal to the student who must earn all or part of the cost of his college education. Under the present arrangement of the calendar he must accept such opportunities for earning as he is able to get in the summer and whatever type of work he can secure in the local community during the college year. Neither of these is likely to be very remunerative nor to advance him much in any occupation of his choice.

### Valueless Experience

As a result, at the end of his college career he may be looked upon with suspicion by employers who have little confidence in the training value of such desultory employment as he may have had primarily for the purpose of securing the needed funds to enable him to remain in college. Such practical experience often has no positive value and may be actually detrimental.

The 6 months in and 6 months out of college should give the student who must

make his own way a better opportunity for securing remunerative employment in line with his capacities and interests and a better chance to make satisfactory progress while he is in college, for the reason that he should be in a financial position to devote his time to his college work.

**A** TYPICAL procedure for a young person who must earn his way in college would be to plan with another student to secure employment at the beginning of the college year. Students so paired would agree with an employer that one should work 6 months while his teammate went to college. At the end of that time the worker would go to college and the student would take his place. During their entire college course they would continue to alternate in this manner. At the end of that period they should normally be free from debt and have a practical training that would be invaluable to them in the early years of a business or professional career.

### Large Employers Interested

Large employers have indicated that they would be interested in such an arrangement. At present they can not accept college students for summer work because there is no chance of continuity. If employers could secure students on the basis indicated at the time when they would normally be returning to college, they would be glad to employ them since the turnover would be only once in 6 months, and after the first year even this would be an exchange of persons already broken in and partially trained.

Dividing the calendar year in this way would provide immediate opportunity for the thousands of mid-year high school graduates to enter college on equal terms with those who start in the fall. As matters now stand, high school students are not eager to complete their work in the middle of the year, and if they do, they are confronted with three unsatisfactory alternatives: They may do post-graduate high school work for a half year, if there is provision for it in their high school; they may enter college, making the best adjustment they can; or they may stay out of school for half a year. Any one of these alternatives tends to increase the chance of adjustment difficulties in a college career.

Mid-year graduation groups are increasing in size even under present conditions. If college entry were made as satisfactory at mid-year as at any other time there would soon come to be two nearly equal graduating high school groups in the year and two regular freshman college classes in the calendar year. Such a division of the year would not only improve conditions for many entering students from a scholastic point of view, but it would also bring relief to parents and taxpayers through maximum use of the plant and minimum per capita cost.

The cost of college education is such an important matter to taxpayers and parents

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How To Develop Personal Power, and Personal Development Manual, by Dick Carlson, recently published by Harper & Brothers, comprise a valuable set for anyone interested in personal improvement. Mr. Carlson has given a successful course embodying these important materials at University of California for several years enrolling over 5,000 people.



that any plan for reducing it, especially if it provides improved educational integration and better opportunities for the financial independence of students, ought to receive careful consideration. The following diagram and discussion are intended to clarify the situation involved in the operation of a college through the entire calendar year.

DIAGRAM OF ALL-YEAR COLLEGE PLAN

AUGUST		FEBRUARY		AUGUST	
24 weeks college	2 weeks vacation	24 weeks college	2 weeks vacation		
Quarter	Quarter	Quarter	Quarter		
				Summer Courses	

Administrative cost in this plan would be reduced to its lowest terms. The principal officers of the college, the janitors, and the grounds force are usually employed on a 12-months basis. Their services would be available for the longer period with but little additional expense. There would be no intersessions, separate summer schools, or post sessions with all their attendant publicity, additional registrations and fee collections. These are items of no small consequence in total costs. Summer sessions, as indicated in the diagram, would be an added instead of a separate function. Falling in the second half of the final period of the 4 quarters, courses could be added to meet the needs of such students as desired to take them. In the main these would be teachers for whom special course selections would be required. Additional faculty members would have to be secured, and there would be some increase in cost but only in proportion to new enrollments. So far as regular students are concerned all procedures would be uninterrupted and normal throughout the year.

**W**HERE the faculty are concerned it would be advisable to plan in 2- or 3-year periods. In one year teaching service might be given for 48 weeks and in the second only 24. In this case there would be a half year of free time to be used for travel, study or recreation. Or, work might be continued for two whole years, in which case there would be freedom from college duties for an entire year. Substitutions would have to be made as conditions demanded for 24 weeks or a full year. But these should be valuable to an institution as a tryout for selection on a permanent basis.

#### Much Additional Use

From the standpoint of the plant, the additional use would be considerable. With two weeks off at Christmas, one at Easter and one in the summer, it would be occupied the maximum amount of time consistent with needs for renovation and repairs. It would be kept running at capacity. The plan of organization by which two entirely new groups could be enrolled, one in August

and one in February, would take care of that.

High temperatures found in many parts of the country need not be an insurmountable barrier to regular college work in the summer. There is now a solution of this problem through air conditioning. The best hotels and important office buildings in cities

finally the unit cost of operation would be materially reduced.

**T**HE two groups of students attending at different parts of the year would tend to separate somewhat in accord with their personal interests in extra curricular activities. Those wishing to participate in the heavy program of athletics usually carried on in the first half of the year, would choose that time to be in college, and those who like the other types of activities such as music, dramatics, and the lighter forms of sports, might choose the second half. For those who prefer to continue as at present, that choice would present no difficulties. It would be possible for students to choose either half of the year, all of it, or any part by quarters. In other words, the plan would be about the last word as far as flexibility in operation is concerned.

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### South of the Sunset

Review by W. E. Moore, Oakland Public Schools

**N**O doubt, many people, who have paused to look upon the statue of Sacajawea in Portland, Oregon, have wondered about the young Indian woman who served as guide and interpreter in the Lewis and Clark Expedition to the Oregon country in 1804-06. *South of the Sunset* is a story of the life of Sacajawea. The author has chosen to call her Canoe Launcher.

This is an essay-narrative story by Claire Warner Churchill. There is history, fiction and charm in it. Sacajawea's devotion to Clark, her love for her baby Pomp, her insatiable longing to help her people out of poverty and suffering, are silver threads that run through a life of courage, loyalty and sacrifice. Intimate touches of nature add tone and coloring to a wholesome, stimulating story of adventure. The book is published by Junior Literary Guild and Rufus Rockwell Wilson.

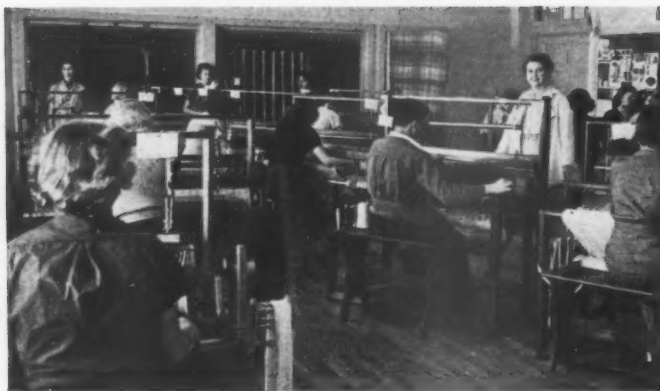
## HEALTH AT DETROIT

**D**R. EDNA W. BAILEY, president, Department of School Health and Physical Education, National Education Association, announces the program planned for the Department during the summer meeting, held in Detroit, June 28 to 30.

The Department has arranged a program of unusual interest to everyone concerned with the health of the school child. School physicians, dentists, nurses, classroom teachers and administrators, health officers and other public health personnel will participate in this program.

Dr. Isaac Abt, Northwestern University, Evanston, Illinois; Dr. Haven Emerson, College of Physicians and Surgeons, Columbia University, New York City; Dr. C. H. McCloy, President, American Physical Education Association; Dr. John Sundwall, President, American School Physicians Association, and other leaders interested in the field of school health and physical education will present papers and lead discussions on many important problems.—Mrs. Adelheid Arfsten, Pacific Coast Welfare Supervisor, Metropolitan Life Insurance Company, San Francisco.





Weaving class under direction of Mrs. Gladys Knight Harris, at Beverly Hills High School. Photograph by her son, Knight Harris.

## ORIENTATION

### A HIGH SCHOOL COURSE IN ORIENTATION

George H. Goody, Vice Principal, Trinity County High School, Weaverville

**T**HE title "orientation" has for the past few years been used with increasing frequency to denote new courses which approach various problems of secondary education by placing primary emphasis on social living and adjustment. The subject-matter of the course as offered in schools throughout the state seems to be as diverse as society itself.

For some years I have had the realization brought home to me with more and more clearness that there are a number of things in which most high and junior high school students need instruction which do not seem to fall into any of the traditional subject-matter groups. There is a crying need for information, of value to both student and society, in these seemingly unrelated things which are, nevertheless, bound together by that most important of all pedagogical objectives: to teach the ability to live usefully and happily in our chosen society.

#### Adjustment To School, Home, Life

The fact that these subjects seem to have no continuity or correlation with the ordinary curriculum has led us to produce an entirely new course which we call "Orientation," the object being, as its name indicates, to adjust the young student to both his school and home life, and to prepare him for what comes later, be it a higher technical education or earning his own way.

With the need thus manifest, four years ago the members of our faculty were asked to submit suggestions of subject-matter to be included. The result was that at that time we instituted the course and made it compulsory for ninth grade students and elective for others. Since that time we have curtailed or abolished subjects found to be of small value and added others. Thus the course is somewhat different each year, and we expect it to remain in a state of flexibility, so it may

be adjusted to changing emphasis as required. The course this year includes the following subjects:

1. **How to study.** A chance remark by one of our teachers, "You know, I was terribly handicapped even during most of my college work because I didn't really know how to study" led us to the conclusion that positive instruction in that art would be of great benefit. It was begun quite informally, with lessons prepared by the teacher from several reference texts on the subject.

However, last year we adopted Prof. Whipple's little book "How to Study" together with the workbook, and have found it to be quite successful, since it has definite rules for learning to study rather than theoretical discussions. Though the book was written primarily for high school seniors and college freshmen it can be understood with little difficulty even by ninth graders. A section is devoted to use of the library in study, and here we expand it considerably into:

2. **Librarianship.** The scope of this instruction, of course, is limited by the availability of library facilities and professional librarians. We are fortunate in having the county library only a short distance away. The county librarian has been kind enough to co-operate with us in working out and presenting her own course directly. The students have actual practice in cataloguing, filing, circulation, reference, care and repairing of books, etc.

3. **Citizenship.** While citizenship in general is in constant discussion, we also try to set aside a time to study and talk about "the good citizen in the home" and "the good citizen and society."

4. **Everyday law.** This includes discussions of legal responsibilities, duties and privileges which all citizens should know, and correlates with a course in Elementary Business.

Special emphasis is placed on the thorough study of the motor car, using as basic texts "Man and the

Motor Car," "We Drivers," and the California Vehicle Act, which last is sent free upon application to the Division of Motor Vehicles. A number of other sources for this important subject will be found in any bibliography. Technical points are referred to Highway Patrol officers and they, at the conclusion of the course, administer to all who are eligible the regular written and practical test for operator's license.

The State Board of Education of New Jersey several months ago passed a ruling making compulsory in all high schools of the state instruction in proper use of the highways. We have the satisfaction of knowing such instruction has been a regular part of our curriculum for four years.

5. **Parliamentary law.** How many times do we find that not only school boys and girls, but even supposedly well educated adults, do not know how to conduct the business of a group in a logical, orderly fashion. Our students take a keen interest in studying this, and learn to express themselves clearly and conduct themselves courteously and with poise.

6. **Consumer education.** Quite recently much good material has become available on this relatively new subject. The project method lends itself most successfully to this problem, and we find our students intensely interested in their experiments.

7. **Etiquette.** This subject was made part of the course two years ago, and has proven by far the most popular and, according to the students themselves, the most useful. There are several pamphlets and books which are being used in various schools for such instruction, but those prepared especially for high school people which have come to my attention are apt to be written in a fashion which does not appeal to them, and some of the information and directions are downright impossible.

I believe that codes of manners and etiquette, and sometimes even ethics and morals, vary within even comparatively small distances, and the most successful instruction, therefore, is based not upon inflexible rules but the simple use of common sense. For this reason we have handled the course as follows: The teacher reviews with the class general principles of the matter under discussion. She then creates situations illustrating the problem, and the students impersonate the various characters. Constructive criticism by teacher and class follows, until all have had an opportunity to act out as many problems as possible. These include correct manners, clothing, correspondence, and actions in general.

Periodically actual social functions are given as part of the class work, and we have teas, informal dances, club meetings, receptions, and other appropriate affairs which members of the class prepare, including refreshments and entertainment. We teach the students to dance properly, and find that they react in a most interested manner.

8. **Getting a job.** We are trying out this year for the first time instruction in "how to get (and keep) a job." We are integrating this section of the course with a senior social science course, since the information will be of special value to that class. The procedure is essentially the same as that described in "Etiquette."

An important item in instruction is how properly to fill out an application blank, prepare a letter of application, and obtain recommendations. We have applied to a

number of large firms for copies of their standard application forms, and have created a composite form for our use, using the mimeograph process. If the personnel manager or other official of some concerns near your school can be induced to visit the class, give a talk on his work, and conduct interviews for imaginary positions, the value will be greatly enhanced.

Each Friday is reserved for the presentation of short talks and discussions of problems of current interest, and the manner in which they are presented is determined by what the class is studying at the time.

#### The Instructor Is All Important

IT can readily be seen that the success or failure of such a course depends largely upon the personality, scope and variety of education, background, versatility, and resourcefulness of the instructor. Since the course is largely experimental, corresponding methods of instruction must be used, and considerable latitude allowed the teacher. We believe that in many other localities, with suitable modifications, like results can be obtained.

## A NEW GRADING SYSTEM

*J. A. Howard, Jr., Inglewood High School, Los Angeles County*

PERHAPS the system of determining pupils marks outlined below may not be new to some of the readers of the *Sierra Educational News*, but its newness and success for me prompts me to send it to you in the hope that it may have something to commend it to others who may be looking for some way to stimulate the efforts of students toward greater accomplishment.

I have used both the contract system and the straight "average of marks" system and I have not been satisfied fully with either. Consequently, last fall I asked permission of the head of our history department to try my new idea for the first semester. Her assent was ready and willing.

I used the plan for one quarter and varied it slightly for the second quarter. At the present time the majority of members of our department are using it either in the original or slightly varied form. The plan provides for the awarding of points to students for work done. In view of the fact that a certain number of points is required for the different marks of "1, 2, 3, and 4" it may be said to resemble the contract system.

I am requiring at least 900 points for a grade of "1"; 700 points for a grade of "2"; 600 points for a grade of "3", and 500 points for a grade of "4." The points are awarded as follows: for each of five tests during the quarter a maximum of 100 points is given. A mark of "1" equals 100 points;

### San Jacinto

*C. W. Lockwood, District Superintendent*

THE new San Jacinto Kindergarten was first occupied on March 8, 1937.

Its construction was a Works Progress Administration project and was erected at a total cost of \$12,198., of which the local school district contributed \$3,357.

The building is of Spanish architecture which fits it into the style of architecture prominent in the San Jacinto valley.

The grounds have been landscaped with trees, lawns, shrubs, and flowers, and are completely surrounded by a high, steel, protective fence. The playground is spacious and includes swings, slides, sand box, and all the usual types of equipment.

There is a large social or kindergarten room, the feature of which is a large fireplace which actually heats. A workroom provides ample space for many activities and is equipped with individual pupil work-cabinets.



*Beautiful new Kindergarten building at San Jacinto, Riverside County*

A kitchen for parent-teacher association use; a combination teacher's office and library; lavatories; a janitor's room; a room for lunches, coats, and hats; and store rooms for school supplies all go to make the building outstanding in its setup. It is not only a beautiful building architecturally speaking, but educationally it is very useable, and it is fire- and earthquake-proof.

The board of trustees consists of three members: Lynn Elliott, president; Austin H. Buckley, clerk; and George H. Mathew.

the quarter the instructor allows each student a maximum of 100 points for class participation, and a maximum of 100 points for attitude, conduct and promptness.

To illustrate the workings of the system let us consider one of our students during the first semester of this year. This boy earned 450 points on the five tests, 40 points on his note book, 80 points on four floor talks, 80 points on two book reports, 90 points on a term project, 90 points on attitude, conduct, and promptness, and 80 points on class participation. His total of 920 points entitled him to a mark of "1."

While I am not a stickler for achieving a normal curve it was interesting to note that at the end of the semester the percentage distribution was as follows: there were 9% "1," 20% "2," 44% "3," 22% "4," and 5% "5."

I realize that there is a growing tendency to disregard marks, but it is equally true that we are endeavoring to aid students to prepare themselves for life. If we assume that United States History and Government play a part in the preparation, I still hold that trying to encourage them to attain a high degree of excellence (even if earning a mark is involved) is greatly worthwhile.

Under this plan the student keeps his own record and hence knows his rating at all times. Again, the instructor does not penalize him for work he does not do, but it is impressed on him that he penalizes himself by his own omissions. This is equally true in life and hence a valuable lesson.

I also feel that if we encourage him to improve and watch his point total grow greater, that application may have a carry-over in life that will be of much value.

a mark of "2" equals 90 points; a mark of "3" equals 80 points; a mark of "4" equals 70 points; and a mark of "5" equals 25 points. Thus a maximum of 500 points may be earned by satisfactory marks on the tests distributed through the quarter's work.

Each student is encouraged to read and report on one or more historical books either fiction, non-fiction, or biography. For these reports a maximum of 50 points is awarded for each report. Students are encouraged to give talks on select subjects or to investigate them and write them up in brief papers of one or two pages each. For each such talk or written report a maximum of 25 points is given.

The student is limited for credit to four book reports per quarter and to six talks or special reports. If the student keeps a notebook, and most of them do, the notebooks are checked and a maximum of 50 points is given.

#### Term Reports and Projects

Students are also encouraged to select some subject, investigate it, and write up his findings in a term paper or project. This field is diverse and offers many opportunities for student expression.

Some students prefer to use their talents for making model ships, airplanes, automobiles, miniature style displays, and numerous other interesting and educational projects. For this type of work a maximum of 100 points is given.

Lastly, in making up the final marks for



# PROGRESSIVE EDUCATION

## EVALUATING THE OUTCOMES OF PROGRESSIVE EDUCATION

Ray B. Dean, Principal, David Lubin School, Sacramento

**I**N THE past, Progressive Education has often appeared to savor of the visionary and impractical. To those of us actively engaged in the field of public education it has often appeared that the emphasis has been too much on formulating principles and developing methods and too little on evaluating outcomes. Arguments and impassioned pleas have been used to extend so called progressive educational practices, but little has been done to prove the worth of these practices.

If any movement is to gain a permanent foothold in American education it must be supported by a program of evaluation which will prove its validity. The time has come for progressive educators to turn their thinking toward the development of methods of evaluating expected outcomes.

### Statement of Aims Necessary

The first step in evaluating the outcomes should be to state definitely what are considered to be the important aims of progressive education. These aims should be stated in terms of changes we expect in pupils rather than in terms of things we expect to do in school. The developing of a unit of activity, for instance, is not in itself an aim, but merely a technique by which we hope to bring about certain desired changes in pupils. The changes in the pupils are the important outcomes needing evaluation.

It is doubtful if any list of aims, regardless of how profoundly conceived, would prove totally and exclusively acceptable to all those claiming to be progressive educators. The aims which follow, therefore, may not meet with universal acceptance but may prove satisfactory to at least a large group of progressives.

One of the major aims is the development of the ability to obtain information relative to the solution of a problem, independently, and from various sources; another of the aims is the development of the ability to interpret information and to weigh evidence; a third aim is the development of ability to create, both in concrete and abstract form; a fourth aim is the development of desirable interests; and a fifth aim is the development of desirable personal and social attitudes resulting in proper social adjustments.

### Factual Examinations Inadequate

It is quite apparent that these aims cannot be evaluated on a basis of factual examinations or a series of standard tests. Too often schools set up progressive educational programs with aims similar to those stated

above, and then proceed to evaluate the outcomes of such programs through the use of traditional standard achievement tests. These tests call for pencil and paper responses to factual questions and are invalid since they do not determine whether or not the aims have been achieved.

In this connection the Commission on the Social Studies in their Conclusions and Recommendations made the following statement: "They [tests] throw no light on the long-time result, and are often inapplicable to many of the immediate outcomes; they test memory of fact and some powers of discrimination, but they are inadequate, for the most part, to measure desirable skills, loyalties, and attitudes involved in authenticating and analyzing sources, in weighing evidence, in drawing conclusions, and in constructing from such operations schemes of knowledge and thought."<sup>1</sup>

Bode also emphasizes the broader and more comprehensive values of education which cannot be satisfactorily tested by the traditional factual tests and says, "There is an element of truth in the saying that education is what you have left, after you have forgotten all you have learned."<sup>2</sup>

If the traditional types of tests are inadequate to measure the outcomes of progressive education, by what means may we hope to evaluate such outcomes? It seems that there are at least four valid methods which might be used in the attempt to evaluate these outcomes.

### Progressive Methods of Evaluation

1. Through general observation of the behavior of the child, it may be possible to note specific improvement along the lines suggested by the aims. If the teacher will consider this as an important part of her job of teaching, and will give it the thought which it deserves, she will be able to do a good job of evaluating the outcomes of the work, even though she uses this subjective method.

2. The Observer-Diary method consists of observing the activity of the pupil and recording significant behavior data. The diary may be a continuous one, or it may be made up of time samples of a child's behavior. In either case the data is checked against desired outcomes to see to what extent each child is making progress toward the desired goals. The following observer-diary record is an example:

James Smith: **October 14**—Brought in newspaper clippings on expected volume of traffic over San Francisco Bay Bridge. **October 16**—Made a graph

showing increase in number of automobiles since 1900. Graph constructed from a table of figures in a magazine consulted in the library. **October 21**—Made a report to class on topic of transportation; gave data gathered from several textbooks and library reference sets. **October 22**—Volunteered to act as leader of a class group to construct model vehicles of transportation from primitive to modern types.

3. A third method of evaluating outcomes is to check each individual directly against the objectives set up. In this plan the main aims should appear but should be sub-divided into smaller objectives. Such a check list for the five aims previously stated might appear as follows:

I. Improvement in ability to obtain information relative to the solution of a problem, independently, and from various sources.

a. Improvement in ability to use the table of contents, index, and bibliography for the purpose of locating facts relative to the solution of a problem.

b. Improvement in ability to use library reference methods in locating facts relative to the solution of a problem. Increased knowledge and use of: the card catalogue for locating subjects and books; of reference sets and dictionary.

c. Improvement in ability to read rapidly and to comprehend meaning of material read.

d. Improvement in ability to investigate and obtain first hand information through observations.

e. Improvement in ability to obtain information through interviews—improvement in tact and good manners; increased social ease; increased ability to question intelligently.

II. Improvement in ability to interpret information and to weigh evidence, and to make intelligent choice of materials.

1. In the case of reading matter, the consideration of such items as copyright date, purpose of author, prejudice of author, and clearness in expression of ideas.

2. In the case of observation, the improvement in techniques on the one hand and the allowance for errors due to insufficient data or inability to observe accurately on the other hand.

3. In the case of interviews, improvement in ability to weigh information obtained in the light of prejudices and possible inaccuracies of the persons interviewed.

4. Improvement in ability to connect ideas and draw conclusions.

III. Improvement in ability to create in both concrete and abstract form.

(a) Improvement in ability to do original thinking.

(b) Improvement in ability to do creative writing.

(c) Improvement in dramatic ability and ability to express oneself orally.

(d) Improvement in ability to express oneself through bodily activity such as athletic games, rhythmic dances, etc.

(e) Improvement in ability to express oneself musically.

(f) Improvement in ability to express oneself through the media used in drawing, painting, modeling and constructing.

IV. Increased development of desirable interests.

a. Increased and widened interest in reading and study.

b. Increased interests as evidenced by collections, hobbies, questions, conversations, materials brought in, clippings, scrapbooks, etc.

c. Increased interests in excursions, travel and observation.

d. Increased interest in activities of the social groups of which the individual is a part.

V. Increased development of desirable personal and social attitudes resulting in proper life adjustments.

a. Increased participation in group activities.

b. Improvement in tactfulness, courtesy, sincerity and consideration for others.

c. Improvement in sharing experiences, books, and materials.

1. Report of the Commission on the Social Studies, "Conclusions and Recommendations," Scribners, 1934, p. 96.

2. Bode, B. H., "Conflicting Psychologies of Learning," D. C. Heath, 1929, p. 31.



d. Increased initiative and ability to assume responsibility.

In the three plans thus far presented it is obvious that the results depend upon the subjective judgment of the observer and are, therefore, open to the criticism of being unreliable. It seems far preferable, however, to measure our results by these methods, even though somewhat unreliable, than to use the old subject matter tests which give an accurate measurement of something, but not of the thing we should seek to measure, namely, the outcomes of progressive education. In other words, there is hope of improving reliability, but if a test is invalid for our purposes the only intelligent thing to do is to discard it and start anew.

#### A Valid and Reliable Plan

4. There is another plan of evaluating outcomes of progressive education which is still in its infancy but which promises to be both reliable and valid. The plan calls for the development and use of objective tests which will disregard old subject matter lines and measure the functional behavior of pupils rather than stored up facts. J. W. Wrightstone describes a number of different tests, most of which are in the experimental stage, which are designed to measure the outcomes of progressive education. His summary statement on these new tests is as follows:

"In summary, new needs growing from new practices in progressive elementary and secondary schools have created demands for new tests. These new tests, designed to measure new values and objectives, show some major tendencies. These trends may be characterized thus:

"First, they are built upon a functional analysis of pupil activities and the curriculum. This means that they are constructed in terms of behavior units and changes in children, and not, as in older tests, from samples of the content in various courses of study or from subject matter in textbooks.

"Second, the new tests disregard and cut across the conventional subject-matter lines so as to include in one test of the measurement of functional pupil behavior such materials as are usually found in the traditional subjects of reading, arithmetic, English, social studies, and natural sciences. . . .

"The prospects are sufficiently bright to indicate that we shall have within a few years some new tests which are reliable and valid for measuring many of the significant objectives and practices of progressive education."<sup>3</sup>

As promising as these new type tests appear to be they will undoubtedly need the support of the types of evaluation previously mentioned in order to insure a well balanced and adequate program of evaluation for progressive education.

**I**N CONCLUSION, it should be emphasized that attempts to evaluate the outcomes of progressive education are just beginning to receive the attention they deserve. The developments thus far leave much to be desired but they are at least pointing in the right direction.

In pioneering a new field one must dare to be crude, knowing that such attempts will be criticized, but knowing also that out of such criticism will come refinements and improvements.

3. Wrightstone, J. W., "New Tests for New Needs," Educational Method, May, 1936.

#### A TREE

Mary Zilda Akeley, Alice Birney School, San Diego

**T**HERE'S a certain tree in a certain spot—  
It waves its head in the blue, blue sky;  
It looks over the houses and cars and people,  
It sees far things, distant visions  
Even to the blue sea and to the purple mountains.

But its feet are planted in a dingy yard.  
Its graceful slim trunk sways in the wind  
Blown from the streets of the city.  
It is seen by the eyes of hundreds passing each day,  
But it sees only a few—  
And it speaks to them in silent tones of beauty.

Harry G. Hansell, secretary-treasurer, Association of California Secondary School Principals, has distributed an 8-page printed bulletin of speakers available for faculty and community groups. This checklist is of service to secondary-school workers throughout the state.

\* \* \*

Mary A. Bell, Counselor, Jefferson Junior High School, Long Beach, is author of an excellent paper on the school as a factor in mental hygiene recently published in Long Beach City Teachers Journal. She ably and interestingly portrays the mental hygiene program of the progressive school.

Outstanding scholastic achievements of high school and junior college graduates will be rewarded by University of Southern California with the awarding of 35 scholarships in the institution's annual nation-wide competition. Granting full tuition for one year (\$270 to \$285), the scholarships will be given to 25 high school and 10 junior college students who graduate from accredited schools.

Winners of the scholarships will be announced by June 15, with the new students eligible to enroll in the fall semester next September.

#### PERKINS The Student Thinks it Through

A new character-training "workbook" which appeals to the strongest force in the lives of boys and girls—the opinion of their comrades. Forty conduct problems, based on situations in student life, are presented for discussion and then put to a class vote. Since the majority of pupils have the right ethical ideas, the dissenters are influenced by the vote of the majority. Circular No. 35.

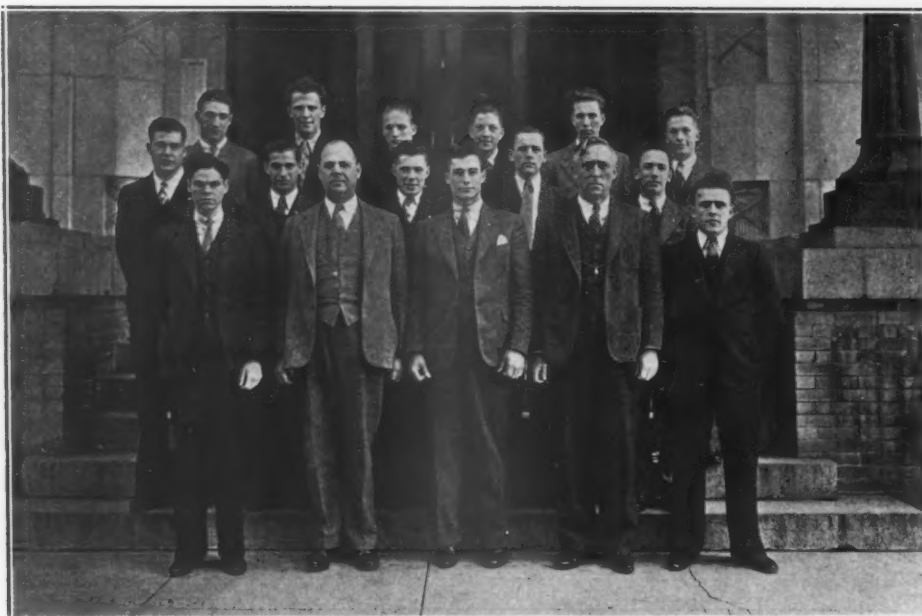
#### BREWER Occupations

An up-to-date, complete, and teachable textbook for the guidance or orientation class. Dr. Brewer, a leader in the vocational guidance movement since its beginning, simplifies vocational choice for the student. *Occupations* stresses, also, the social aspects of vocational information, presenting simple civics, ethics and economics. Circular No. 745.

#### WHEATLEY-MALLORY Building Character and Personality

The stimulating guidance book that introduces the pupil to his own complex self, helps him to develop his many-sided personality, explores with him the world of work and human relationships, and shows him how he can "invest" his wealth of abilities and aptitudes in the activities of the world. Circular No. 744.

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### Future Farmers of America

#### California Boys Make Brilliant Records in High School Agriculture

Teachers throughout California are familiar with the praiseworthy work of the Future Farmers of America, the state organization of students of high school vocational agriculture. Here are the members of the State Executive Committee recently in session at Fresno. In center front are Julian A. McPhee, state advisor and Lex Murray of Santa Rosa, state president.

## PROBLEM CHILDREN

### A SUGGESTED PLAN FOR HANDLING PROBLEM CHILDREN

*Paul Herbold, Vice-Principal, Manhattan Beach School, Los Angeles County*

**I**N EVERY school system there are certain children, generally boys, who consistently run against rules established by their teachers. The problem of what to do with these troublesome individuals is an acute one. Several possibilities present themselves. Time honored are such remedies as whipping, keeping after school, lecturing, and assigning extra work. Certain cases respond to these measures, but an equal or greater number of recalcitrant ones are absolutely irresponsive.

The modern school official often relies on other means of control. He starts with the assumption that the behavior child is misunderstood and that if sufficient light be thrown on the case all will be well. To this end a psychologist is called in to "psych" the child, and a few days later a neatly typed report is available to the school. Generally this report starts with a statement of the child's activities, personality and attitudes, as already closely observed by his teachers. Then follows a lengthy dissertation regarding the personal, hereditary and family background of the child, ending with a recommendation that some one take a fatherly or a motherly interest in him, as the case may be. Whipping, and allied punishments are strongly advised against, and the child is made to appear as a misunderstood and unhappy individual who must be saved from himself by loving understanding.

All of these things may be true, but of what use is the knowledge to the school administrator and to the teachers who are

faced with the daily depredations of classroom decorum that may be charged to the lad whom nobody understands?

It is not possible for them suddenly to produce from nowhere an individual who can take the troublemaker in charge and speedily reform and return him to the ranks of well behaved and ambitious children. To them, then, the psychological report is merely a quarter hour's interesting reading. It has no practical value, and the child continues as he did before.

*I believe that a proper departure for our thinking in regard to the problem child is: He must not be allowed to continue his disturbances of the group, and the flouting of the teacher's effort to control and to promote the learning of the group. He must either be made to conform to at least the minimum standard of acceptable behavior or he must be removed from the group, and if necessary, from the school.*

Let us consider the handling of a certain specific case, step by step. The lad in question is in the seventh grade. He is of average, or slightly below average intelligence. Of an unusually burly physique he takes pleasure in bullying his classmates. He also derives a certain apparent pride and satisfaction from disturbing the class and heckling his teacher in the myriad petty ways known

Barrows-Parker Geography Series, 1936 edition, published by Silver Burdett Company, comprises four beautiful volumes. The child is led step by step through four levels of geographic training to a world climax geographic understanding. Text, pictures and maps are closely knit and world unity is emphasized throughout.

to children. Frequent admonishments in the classroom have had no effect. What is to be done? Shall he be whipped? Expelled? Psycho-analyzed? Pled with? Made a pal?

To our way of thinking the wise procedure is as follows:

1. His classroom teacher will go to the principal and discuss the case with him, point by point.
2. The principal will talk with the boy in an attempt to understand him. He will point out the salient points in the situation and will stress the absolute need for compliance with the laws of school society.
3. The principal, the teacher and the boy will discuss the situation together in an effort to come to an understanding.
4. If this fails the teacher will go to the home and endeavor to enlist the help of the parents and will make a report to the principal of the interview.
5. If the child does not now conform acceptably the principal will ask the parents to come to the school for a conference. The issue will be put up to them squarely. The child must be made to behave or he will be expelled from school and possibly sent to a parental school later. Do the parents wish to guarantee his good behavior, or do they wish the school to attempt measures of control?
6. Further action will be dependent on the outcomes of the interview with the parents.

**I**T IS thought that this plan will be more effective than the hit or miss methods often employed. The child will realize the seriousness of his attitudes, as will the parents. The teacher will feel she has the support of the principal, but she will not try to place the case entirely at his door for settlement; she must participate. Throughout, all will be working with the knowledge that a certain one of two or three outcomes

(Please turn to Page 35)



# FUNDS TO FINANCE

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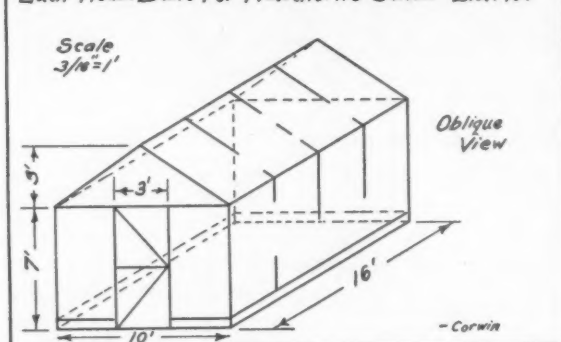
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*Lath House Built For Hawthorne School District*



## SCHOOL BEAUTIFICATION

*Ralph G. Corwin, Principal, York Avenue School, Hawthorne*

**C**ITIZENS of progressive communities are continually looking toward our schools and public buildings for the development of greater beauty. It is also true that schools without beautiful grounds are rapidly becoming a thing of the past.

Very often, however, we find a school district whose budget can not permit the allotment of much money for flowers, shrubs, ferns, etc. A serious problem may result. Custodians cramped for funds are often discouraged from trying to maintain a continuous beautification program.

As a solution for the problem caused by lack of funds for beautification in our school district, a plan for building a lath-house at one of the schools was submitted to the board of trustees. It was proposed that this lath-house be large enough to permit the rearing of all the seasonal plants, shrubs, ferns, and house plants that the district could use. The proposal met with the immediate approval of the board and the lath-house was ordered to be built.

Materials for the entire house cost approximately \$50. Equipping the house and buying seeds for spring flowers amounted to approximately \$10. Fern roots, and cuttings from shrubs and plants were generously given by friends and school patrons. The custodian has planted the seed flats with various kinds of flower seeds complying with the individual wishes of principals, teachers, and custodians at the other schools of our district.

In addition to these an ever-increasing display of potted plants is giving promise of a beautification program of great value at little expense.

\* \* \*

### Iroquois Geography

**I**ROQUOIS Geography Series, by Abrams, Bodley and Thurston, is a notable set of 5 large books and 4 workbooks, recently issued by Iroquois Publishing Company, Syracuse, New York.

In this series, geography is centered around the great natural regions and their effects on the lives and activities of the people who dwell in them. The attractive texts, rich in modern pictures and up-to-date maps, meet the recommendations of the National Society for the Study of Education 32nd yearbook, devoted exclusively to the teaching of geography.

The workbooks contain varied exercises on each unit of the corresponding text.

Beautifully bound and printed and embodying good modern school practices, the Iroquois series should enjoy wide popularity.

### George A. Townes

*A Tribute by Roy W. Cloud*

**G**EORGE A. TOWNES, for years one of the most progressive educators of northern California, recently passed away at the home of his sister in San Francisco. He was a native son, born in 1877, in Stanislaus County. At the age of 18 he began his work as a teacher in a Stanislaus County rural school. After three years there he accepted a position as a traveling salesman, and for two years represented a large wholesale house. His territory was in northeastern California. On one of his visits to Siskiyou County, he learned of a school position—they needed a teacher. He returned to teaching and for 36 years continued in the profession in that county. Thirty years before his retirement in 1935 he accepted the principalship of Weed Grammar School, and continued in that position until it became a superintendency.

During many of the years of his residence

in Siskiyou County, Mr. Townes was a member and president of the county board of education. He was largely responsible for much of the progress in the educational program there. He was foremost in the various efforts to increase teacher salaries.

Mr. Townes was a big man physically, mentally and educationally. He was not only active in educational circles, but was also in the forefront of every effort for the civic betterment of his region.

\* \* \*

National Occupational Conference, 551 Fifth Avenue, New York City, has issued 8 bulletins appraising and abstracting available literature on specific occupations.

The series includes photography, barber, insurance salesmen, linotype operation, motion-picture actor, pharmacy, teaching, waiters and waitresses.

These concise and up-to-date monographs are of service to all in the field of counselling and vocational education.

### Overloaded Teachers

*Important California Survey*

**A**NALYSIS Of The Teaching Load is a praiseworthy four-page report made by Education Committee, Los Angeles Elementary Teachers Club in conjunction with A.T.O. L.A. Mrs. Elisabeth Mathieu Spriggs, third vice-president, Los Angeles Elementary Teachers Club, and chairman of its Education Committee, is a member of the joint committee; also member C.T.A. State Council of Education.

The report declares that "To talk of training the whole child is a form of educational conceit as no one person nor one group can accomplish that. Paul exhorted, 'Prove all things; hold fast that which is good.' The new school of activity wants to try all things and hold fast to everything. Let us not be blown about by every wind of educational theory but let us try many things and hold fast only that which is proved to be good."



### Touton Memorial

F. B. Watt, 3551 University Avenue, Los Angeles, is secretary-treasurer of council committee on Frank C. Touton Memorial, of which A. S. Raubenheimer is chairman.

The committee, of 17, comprises many California school leaders including: Katharine Carey, assistant superintendent, Los Angeles City Schools; Mary Sinclair Crawford, dean of women, University of Southern California; Frank W. Hart, professor of education, University of California, Berkeley; Irene T. Heineman, assistant State Superintendent of Public Instruction; Vierling Kersey, superintendent of Los Angeles City Schools; Alice B. Struthers, principal, Thomas Starr King Junior High School, Los Angeles.

\* \* \*

### Eugene J. Cagney

Eugene J. Cagney, son of W. J. Cagney, Los Angeles County Rural School Supervisor, has built a noteworthy record for himself as director of the talented Lancaster Women's Chorus.

Their recent concert, auspices Antelope Valley 4-H Club, held in the high school auditorium at Lancaster, was a brilliant success. Mr. Cagney and the chorus were assisted by Delia Arvidson, pianist; Martha Constad, violinist; Wilfred J. Abbott, cellist; Ethel H. Webb, accompanist.

## STANDARD BROADCAST

### STANDARD SCHOOL BROADCAST STUDENT AUDIENCE INCREASES

**M**ORE than 3,300 public and private Pacific Coast schools listen regularly every Thursday morning of the school year to the Standard School Broadcast course in music enjoyment. More than 300 schools were added to the audience this past school year. There are several hundred adult groups using the Standard School Broadcast as a music-appreciation course.

The 3,300 schools listed represent a student audience of more than 325,000 boys and girls. The adults registered as listening number approximately 25,000. There are an additional 25,000 children and adults using the Thursday evening Standard Symphony Hour as a music-appreciation course of study, which brings the registered student audience of the two affiliated programs to 375,000 listeners.

The Standard School Broadcast course in music-enjoyment and the Standard Symphony Hour concerts, presented by the Standard Oil Company of California, have played an increasingly important part in the music education of Pacific Coast school children for the past 9 years.

These radio programs, presented in cooperation with the aims and desires of Western music supervisors and teachers, are planned as supplementary work to be done in conjunction with regular classroom music study and are prepared by specialists in music and education-by-radio.

The annual courses are prepared with the counsel of an advisory board, comprised of leading Pacific Coast music educators, and are broadcast every Thursday morning of the school year from 11:00 to 11:45 o'clock through NBC radio stations KPO, KFI, KGW, KOMO, KHQ, and KFSD.

The comprehensive course-of-study covers the theory, history, characterization, instrumentation, and integration of music. The morning School Broadcast lessons are further illustrated by the rendition of symphonic numbers on corresponding evenings by the orchestras playing during the Standard Symphony Hour.

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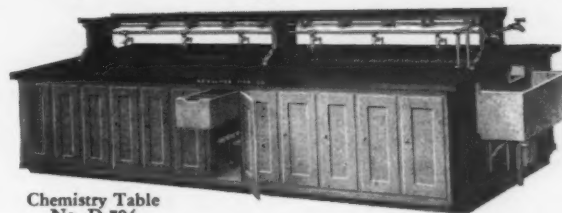
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## NOONTIME

### CO-EDUCATIONAL RECREATION IN HIGH SCHOOL

*Evelyn V. Fielding, Director of Physical Education for Girls, Arcata Union High School*

**T**HE need for noontime activities is felt in a great many schools where students cannot go home for lunch. The problem arose in our high school because of the climatic conditions.

The halls were crowded by restless students who did not know how to spend their leisure time. It became a problem in supervision as the school is small. Fortunately we have two gymnasiums, a large and a small one.

For the past two years, a noon volleyball tournament has been held in which both boys and girls participated. It met with tremendous success. Last year there were 16 teams of 5 boys and 5 girls; 8 teams had boys for captains and 8 had girls. They played an elimination tournament. Losers played losers to decide cellar champions. The winners of the tournament were awarded blue ribbons lettered in white ink at a student assembly.

#### A Round-Robin Contest

This year the recreation program started in the fall so that instead of an elimination tournament, a round-robin contest is being carried on. Everyone who wished to play in the noon games signed up in his or her home-room and teams of 5 girls and 5 boys were selected. Out of the total enrollment of 363, two-thirds of the students signed to participate. This year there were enough participants to form two leagues of softball in the big gymnasium and two leagues of volleyball in the small gymnasium.

In the softball groups, 6 teams of 5 boys and 5 girls were assigned to the National League and 6 teams to the American League, as they were called. Each group had a baseball league name such as the Yankees or Giants. Each team in the National League played every other team in that league for championship while the American League was doing the same. One game was played each day of the week.

Softball rules were used, and at least two infielders and either the pitcher or catcher had to be girls. Play was carried on until the bell rang and the winner was decided regardless of number of innings. The teams were rated on a percentage basis according to the number of games won and lost. Student umpires were used throughout with the boy's physical education coach in charge of the big gymnasium.

Meanwhile, the two volleyball leagues were participating in the small gymnasium. Prominent football team names were used for the volleyball teams. They were divided into the Pacific Coast League and the Big Ten Conference. Each team played every other team in the league just as the softball groups did. Two games of volleyball were held at the same time. Noon dances were held on two days of the week. This made a total of 6

games of volleyball played each week, while there were 5 games of softball a week, making an almost even total number of games.

Captains and managers were elected to take care of equipment, arrange for referees and scorers, and to post notices of team standings. Of course, the physical education directors supervised the whole program and kept master charts of the games played to avoid mistakes.

At the end of the tournament, the leagues changed sports so that everyone played both volleyball and softball. The winners of each group then played for grand championship. Much interest was shown in both sports, and the girls and boys not only learned to play with each other but found worthy use for their leisure time.

In the spring when students are able to be outside, more activities will be given in which they may play together in mixed groups. At first some students only wanted to play in one sport, but after they participated in both, they found that they really enjoyed them.

#### Cooperation Made Success

The principal and the boy's coach were very much in favor of the program. It was through the cooperation of both the boys' and girls' physical education departments that the plan was carried out with great success.

During advisory periods, the new students and all freshman boys are taught social dancing if they desire to learn. The girls have dancing each week as part of their class work. Some of these girls also attend the advisory dance as partners for the boys during their dancing period.

**I**N EVALUATING the entire program we find that it has contributed some very definite benefits to all students taking part. The students themselves have decided that they have profited in the following ways:

1. They have developed the ability to cooperate.
2. They have become better acquainted with their

#### Rural Education

**D**EPARTMENT of Rural Education, NEA, has recently published a 120-page bulletin entitled "Adjustments in Rural Education." The problems treated cover a wide range — professional leadership, supervision, training personnel for rural schools, the organization of school districts in rural areas, and providing physical plant and equipment for rural schools.

The subjects are treated in a practical way, and constitute a symposium of modern opinion on the best things to do in rural education. This bulletin has been sent to all members of the department. It may be secured by others at 50 cents per copy.

fellow students and have found a new basis on which to form friendships.

3. The fact that the activities are jointly participated in by both the boys and girls has helped to break down the barrier of bashfulness, contributing to more ease in the presence of the opposite sex.

4. There is a definite carry-over value into adult life because knowledge of social dancing and ability to engage in games will be valuable to adults as they are called upon more and more to participate in community programs.

5. The students have been kept out of mischief in their leisure time. Since even the students are aware of this value, all instructors should feel that a program of this kind has accomplished its purpose.

\* \* \*

Madame V. M. Holmstrom, director of physical education, specializes in the art of breathing, relaxation and plastic development for teachers, singers and speakers. She has been connected with Royal Victoria College, McGill University, Texas State College for Women; and other educational institutions. She now has a studio at 1563 Clay Street, San Francisco.

In her recent paper on the art of breathing she declares that the deep, rhythmic, calm breathing combined with hopeful thoughts can actually shape character by eliminating nervousness and fear, and in this way we can actually control circumstances where before they had controlled us.

\* \* \*

#### Foods from the Field

*THE STORY BOOK OF FOODS FROM THE FIELD. Written and illustrated by Maud and Miska Petersham. Printed by offset lithography in 6 colors; 128 illustrations; also available in four separate volumes. John C. Winston Company.*

Seldom do we find persons gifted with ability in two major arts. When we do, we look to them to produce a work as uncommon as their dual talent. The celebrated Petershams have done that very thing before in their famous story books, and now again in *The Story Book of Foods From the Field*, they have given us a book as unusual as is their combination of writing and painting.

Here, in this informational storybook, the child absorbs with the greatest delight tales of the historical, romantic, scientific and economic backgrounds of Wheat, Corn, Rice, and Sugar.

Under the pen and brush of the Petershams, customary and necessary facts don the glamour of fascinating and fantastic tales.

\* \* \*

*Understanding The Child*, a magazine for teachers, in its sixth volume, is now published four times a year by National Committee for Mental Hygiene; headquarters at 50 West Fiftieth Street, New York City. Advisory Editorial Board comprises a distinguished group of leaders from United States and Canada.



## POETRY WEEK

*Mariet Grey Lamb, Teacher of English, Lawndale Central School, Los Angeles County*

**A** FEW years ago the General Federation of Women's Clubs set aside the last week in May as Poetry Week. Having ignored it in the past, we decided this year to celebrate it in the seventh and eighth grade English classes in a fitting manner. It is a festival week marking the culmination of a series of varied and challenging experiences with poetry.

We offer such a wide range of exposures to the influence of the muse that those who have already felt her charm become enthusiasts, those who have in the past been indifferent are stimulated into attentive listeners, and that those who have had an active dislike for poetry are led to believe that perhaps it isn't so bad after all.

### Reading Poetry To the Class

Much carefully-selected poetry has been read to the classes all year, and in spite of the unconverted members of the group, there is already a fair degree of interest in it. Anticipating the festival, however, I read some poetry each day to them with the view of compiling a class anthology of favorite poems from favorite authors.

Since there has been in the past no attempt to remember authors and the class seems now ready for this step, I presented on successive days several poems of one author. We exchanged opinions about our favorite poems among his works and at last voting on them to see which selections are will liked enough to be copied in our anthology.

We began with Eugene Field and Stevenson because they are names already familiar to them from earlier days before any of them had developed an antagonism towards poetry.

The class anthology gave rise to the compiling of individual anthologies. Each day a surprising number of students come to me with the request for "that book you read from today" so that certain poems may be copied.

In addition to the reading of poems, I complied with requests to re-read certain favorites, for a poem to be understood and remembered must be read more than once. This is, happily, leading unconsciously to a bit of memorizing which is most desirable.

### Dramatizing Poetry

I never assign memory work as a task, but we are accomplishing some by going back to favorite poems and taking a bit of time for the class to repeat lines after the teacher. It is pleasant, too, for the teacher to speak one line and the class the next one. Over a period of a few weeks, pupils, with little effort, will have memorized a surprising amount of poetry.

In addition to reading and memorizing poetry, we are also dramatizing it. This

would appeal to some who would otherwise take little or no interest at all. Each poem that has dramatic possibilities presents a different problem in staging but in presenting most of them we have one person who reads the narrative and descriptive verses or lines and a group of actors who speak the lines of the characters.

In practically all the poems we re-write certain verses or lines making as much dialogue and as little description or indirect discourse as possible.

### Writing Verse

The activities in reading and dramatizing may be presented so that they will stimulate efforts in creating original verse. The students in my own classes have been writing verse now and then throughout the year. Once or twice a semester we collect and mimeograph three or four pages of verse written by the class and call it our magazine. We plan to encourage verse-writing during the spring in order that a number may appear for Poetry Week.

When I think interest and appreciation are ripe for creative efforts, I make a special effort to read short, simple poems that do not seem too far above the child's ability to express his own thoughts. I try to find those that contain one vivid image simply but imaginatively presented. Carl Sandburg's

little 6-line poem *Fog* is a favorite, and many of the little Japanese poems known as the *tanka* and the *hokku* are excellent for the purpose.

Our plans for the Poetry Festival included an exhibit of the original writings of the classes. This meant a chance for the class artists to busy themselves with drawing and painting illustrations for individual poems. Some of the class are skilled in printing and made lovely hand-printed copies of poems, over which was done a delicately colored bit of spatter painting. Other verses were typed and pasted on the large poster-like illustrations done in pen-and-ink sketches, water color, or chalk.

The co-operation of the music teacher was enlisted in these activities. After certain poems had been presented in the English class, she introduced the class to the music written for them. Singing poetry is thus another experience offered the students. When one can find among the poems set to music anything from Shakespeare to cowboy songs, no one's taste for poetry and music need be left unsatisfied.

### Verse-speaking Choir

Another phase of the enjoyment of poetry we are offering students is that of participating in a verse-speaking choir. Unfortunately the only time I have for this activity is after school, and not so many pupils care to stay for the cause of poetry. Nevertheless, enough come to make this a most delightful means of interpreting poetry.

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## Around the State

(Continued from Page 18)

### MERCED COUNTY

#### The Merced County Speech Program

*Dorothy M. Riggs, Supervisor, Merced*

**T**HIS year in Merced County, 58 elementary schools have been included in a county-wide speech program. The set-up includes (1) a developmental or speech improvement program which is correlated with the regular curriculum, and (2) a speech correction program which is also correlated with the regular curriculum wherever possible.

#### Classroom Teacher's Task—Developmental Speech Program

1. To create situations stimulating a desire for and an interest in oral expression.
2. To furnish the child with as perfect a speech model as possible.
3. To instill within the child a love for the best oral expression.

#### Classroom Teacher's Task—Speech Correction Program

##### I. Nervous Speech Cases (Stuttering, Stammering, Cluttering, Neurotic Lipping)

##### A. Suggestions Which the Teacher is Asked to Put Into Practice. (California Bureau of Correction of Speech Defects and Disorders.)

1. To excuse the nervous child from reciting unless he volunteers, substituting written work.
2. To develop confidence and poise through giving him classroom responsibilities, non-speaking parts in plays, and since he is usually able to sing, roles in musical programs.
3. To make no mention of the speech difficulty in the child's presence as this tends to center his attention more firmly upon it.
4. To give no articulation drills to any nervous speech case as such drills are useless, the speech blunders being due to muscular spasms.
5. To praise every successful effort at speech, passing over failures without comment, thus endeavoring to build upon speech successes.
6. To protect the child from ridicule at the hands of classmates.
7. To give brief relaxation exercises periodically during the day, thereby relieving general class tension which proves excessively hard on the nervous speech child.
8. To speak at all times in a low, calm, well-modulated voice.
9. To refrain from shifting handedness as handedness reversals often increase nervousness and emotionalism, thereby paving the way for the onset of the nervous speech disorder.

##### II. Functional Articulatory Cases (Infantile Speech, Oral Inactivity, etc.)

##### A. General Suggestions:

1. To furnish the child with the best possible speech model.
2. To refuse to understand the incorrect speech.
3. To refuse to interpret infantile speech.
4. To refuse to grant the child's wishes until he has attempted to express it correctly.
5. To praise every effort at good speech.
6. To refrain from nagging or scolding the child for his speech blunder.
7. To create situations where speech is necessary for the child whose speech development is delayed.
8. To help the child to grow up.

##### B. A Specific Method for Correction—Auditory Stimulus Method (Univ. of Iowa.)

1. Have the child hear and imitate the sound as the teacher utters it. It is best to adopt a play attitude. For example: for

"S"—imitate the teakettle sound—sssss; for "W"—imitate the wind—woo; for "CH"—imitate the train—ch ch.

2. Have the child combine the desired sound with a vowel, making it in a nonsense syllable: sã, sê, sî, sô, sũ.

a. Work on "S" in initial position. The teacher repeats clearly and distinctly the syllable three times: sã, sã, sã. Pauses for a brief period and asks the child to give it once: sã. The teacher continues to repeat the syllable three times with the child making one trial until the child can give the syllable correctly the first time he tries. Follow the same procedure for each vowel: that is for sê, sî, sô, sũ.

b. Next work on "S" in final position. The teacher repeats clearly and distinctly the syllable three times: ãs, ãs, ãs. Pauses for a brief period and asks the child to give one syllable: ãs. This is repeated until the child can repeat the syllable correctly the first time he tries. Follow the same procedure for ês, îs, ôs, ûs.

c. Next work on "S" in medial position. The teacher repeats slowly and distinctly three times: ãsã, ãsã, ãsã. Pauses for a brief moment and asks the child to give one syllable: ãsã. This is continued until the child can repeat the syllable correctly his first attempt. Follow the same procedure with êsê, îsî, ôsô, ûsũ.

d. Work on word lists. The teacher repeats the word three times: sãme, sãme, sãme. Pauses for a brief period and asks the child to give one response. Then follow the same procedure for each word containing the different vowel sounds: seam, sign, soap, soup, etc.; plates, beats, bites, boats, boots; facing, ice cream, feasting, boasting, boosting.

e. Work on sentences. The teacher repeats a sentence: Sally saw the sun set. Pauses for a brief period and asks the child to repeat it. Follow the same procedure for sentences using other words.

f. Work on poems, stories, songs, and games containing the sound, thereby correlating the speech work with reading, music, recreational and physical education activities.

g. Cases not responding to this method are referred to the speech supervisor, as are all articulatory cases due to organic causes. (Malformations of the oral speech mechanism, such as cleft palate, tongue tie, etc.)

**I**N addition to the above, a clinic is held each Saturday morning in Merced, where teachers and parents may observe methods used. Section meetings have been held in various parts of the county for the purpose of demonstrating these techniques, at which time manuals for the guidance of the teachers have been distributed. Some of the teachers now give from 15 to 20 minutes daily to a general speech improvement and correction program with their entire class. Others correlate the work with the various subjects of the curriculum. Still others work at odd moments with individual cases. Forty teachers are now able to demonstrate certain simple corrective devices very adequately.

An attempt has also been made to gain the co-operation of parents through talks at P.T. A. and other organization meetings as it is recognized that much of the success of the speech program depends on the co-operation of the home.

It is hoped that before long Merced County can boast that it is so thoroughly speech-conscious that every teacher and parent has become a teacher of speech.

#### References

- Barrows, Sarah T.—Teachers Book of Phonetics.  
Gifford, Mabel Farrington—Nervous Speech Disorders and Remedial Procedure; Speech Disorders and Their Correction.  
Travis, Lee Edward—Speech Pathology.

## The Small High School

**D.** R. WALLACE, principal, Tennant High School, Siskiyou Union High School District, has worked successfully in meeting the problems of a small, isolated high school.

With the cooperation of Superintendent J. E. Hurley he planned several trips for the students,—Student Leaders Conference at Chico; Older Girls Conference at Richardson Springs; trip to the Bay Region and other short excursions.

He states that at any rate, our Student Body, as such, will be the most widely traveled organization of its kind in the state, and Tennant High School shall have accomplished its purpose of bringing experiences to its students and taking its students to experiences. We intend to continue this program to enrich the lives of our students so that when they become men and women they will be able to cope with life's situations and problems.

\* \* \*

## Minimum Salaries

(Continued from Page 11)

even an elementary teaching certificate can be granted.

In further support of the argument for a restoration of depression pay cuts and of the normal automatic increases for length of service, comparative wage increases in industry between 1933, the low point of the depression, and today, are cited.

In an aggregate of all branches of California industry it is shown that weekly wages have risen from \$19.92 in 1933, to \$29.05 today, or an annual average wage of \$1510.

After an exhaustive comparison of other records the report goes on:

"Increase in wages, widespread and general as it has been, has greatly increased the cost of living, for commodity prices have risen proportionately with the advance of payrolls. The effect of this increase in the cost of living has actually been a decrease in the pay of persons on fixed salaries which have not been raised.

"We are confident that it is not the desire of the people of California that salaries of men and women who teach the boys and girls in our public schools be held down to levels to which they were necessarily reduced at the low point of the depression."

The report concludes by urging school trustees and boards of education to give favorable consideration to complete restoration of teacher salary reductions and the resumption of normal schedules.



## Problem Children

(Continued from Page 28)

is inevitable; that there will be no temporizing with wilful disobedience. The child, after a suitable time, will conform to the needs of his group or he will be expelled from it. If this knowledge becomes general in the school many attempts to go contrary to school rules will be aborted, and all concerned will benefit.

\* \* \*

## Captured Thoughts

*Lucile Page, Teacher of English Grammar and Composition 6th, 7th, 8th Grades, Newport Beach Grammar School, Orange County*

### I KNOW

A tousled headed youngster  
Who sees enchantment  
In the ceaseless flitting of the sandpiper,  
In the ge-awk of a gull, or the  
Bullet-like dive of a pelican;

Whose imagination  
Drifts as the clouds;  
Who sometimes is a mariner near a reef,  
At others only a beachcomber  
Lying in the sand, too tired to go on;

Whose lovely thoughts  
Were obscure and rather vague  
Until captured recently  
In the joyous expression of free verse,  
"Dreaming";

Who is just like you and me,  
In that many of her beautiful imaginings  
Have been relegated to hidden chambers  
To be forgotten,  
And where ever so much delving  
Will not extricate them.

Sad as this thought may be,  
None of her lovely reflections,  
As well as none of ours,  
Need to be lost in the future,  
If we but take time to jot them down  
Before they are whisked out of memory.

\* \* \*

## Houghton Mifflin Book

Houghton Mifflin Company has issued a delightful volume "The Quick and the Dead," by Gamaliel Bradford, comprising lively and concise biographies of Theodore Roosevelt, Woodrow Wilson, Lenin, Mussolini and others, which lead easily to the study of longer and more formal biographies.

An excellent reader and text is this, for high school boys and girls, with full teaching and study suggestions.

## Two New Publications of Interest to School Officials



### "SEATING AMERICA"

Interestingly by word and picture, "Seating America" takes the reader through a great modern industrial plant—much the largest of its kind; shows some of the extensive equipment and innumerable operations by which raw materials are converted into school furniture and other products of the American Seating Company; tells of the Company's ideals, policies, field of service, and its widespread distributing organization.

### "SEATING FOR AMERICAN SCHOOLS"

"Seating for American Schools" is something new and distinctive in a school furniture catalog. It is an attractive, dynamic presentation of the most complete line of school seating equipment. New products are here shown for the first time, and older ones strikingly presented in a new light. Here are the latest productions embodying every scientific achievement in design and construction, priced to meet every budget limitation. Here are shown the standards in seating for every school grade or purpose. Every superintendent will want to read and file it.

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## DEBATING

A PROGRESSIVE STEP IN DEBATING:  
THE SCIENTIFIC SYMPOSIUM

*Roscoe Bancroft, Principal, Ripley Elementary School, Riverside County*

**A**RGUMENTATION and debate are the oldest tools of education and perhaps the last to give way under modern trends to a change in method.

Modern democracy is now demanding a new form of forensic expression which will be consistent with its own ideals and purposes. The new plan, though weak in some phases and still in its experimental stage, is meeting with wide favor. From it we may expect gratifying results.

High school debate coaches will want to get in touch with Dr. Walfred A. Dahlberg, University of Oregon to learn more about this development in the field of forensics.

The so-called "Scientific Symposium" is based upon John Dewey's problem-solving method. Whereas the traditional type of debate always started with the answer and then worked back to prove it, the John Dewey problem method is obviously the reverse of this. A problem is found, defined, clarified, and then a solution is evolved.

### Define, Solve, Evaluate

*In the Scientific Symposium the first two speakers define and clarify the problem, the following then present their solutions to the problem, the final two sum up and evaluate the suggested solutions of both sides.*

Obviously, this plan calls for a very different basis for judging all of which has been uniquely worked out. An interesting feature is that a speaker is given credit for cooperating with his opponent and admitting when he feels that his opponent has made a better selection than his or has called attention to some factor which he himself has overlooked.

Whatever claims may be made for the traditional type of debate, it cannot be said that it was at all scientific in its approach. Debators were coached to make no admissions or concessions of any kind. One was always right and the opponent wrong. Competition of this sort is always unwholesome and certainly does not fit into our modern theory of education in which we stress cooperative effort.

The new idea deserves its name, "Scientific Symposium" and it is to be hoped that its adoption will be universal.

Leaders in this field are to be commended for their successful endeavor to adapt modern educational theory to their needs, for too long have we been teaching individual competition rather than cooperative effort.

## C. T. A. HONOR SCHOOLS

SCHOOL STAFFS 100% ENROLLED FOR 1937 IN CALIFORNIA TEACHERS ASSOCIATION. ADDITIONAL LISTS WILL APPEAR LATER.

### Bay Section

Oakland: Allendale; Emerson; Detention Home.

Contra Costa County: Danville Union; Knightsen; Summit; Alhambra Union High School.

Richmond: Longfellow Junior High School.

Lake County: Burns Valley; East Lake; Spruce Grove.

San Francisco: Alvarado; Francisco Junior High School.

San Joaquin County: Linden Elementary; Mossdale; Weston; Lammersville.

San Mateo County: Millbrae.

Santa Clara County: Orchard.

Sonoma County: Santa Rosa High School which makes the whole City of Santa Rosa 100%.

Tuolumne County: Chinese Camp.

### Secondary Mathematics

**J.** H. WINEGARDNER, recently appointed head, mathematics department, Piedmont High School, in a recent excellent paper, upon the relation between secondary mathematics and physics and chemistry, based upon a correlation study of grades and I. Q.'s, finds from his research studies:

1. That creditable work in mathematics will very probably aid the student in mastering physics and chemistry, and is one valid answer to the question, "Why study first year algebra and plane geometry?"

2. Elementary algebra and plane geometry may be motivated by suggesting a relatively immediate need for them. The relation between success in algebra and in geometry is high.

3. The practical work of mathematics in high school should include physics and chemistry situations and problems, thus aiming at a transfer of very broad practical values as well as cultural and disciplinary values.

4. Mathematics grades offer a moderately dependable basis for guidance and counseling as far as work in physics and chemistry are concerned. The counselor and student can discuss grades more frankly and understandingly than I. Q.'s.

5. Geometry is the best single item to use in predicting success in physics and chemistry.

The third annual music festival of Monterey Bay area high schools was held recently at Civic Auditorium, Watsonville. Features of the festival were finale selections by the massed groups—the chorus of 350 voices and the band of 500 pieces.

\* \* \*

Salinas intermediate students are now attending classes in the recently-completed Washington School. The new 5-room annex to Roache school, near Watsonville, was recently dedicated at an impressive open-house program. Founded in 1860, Roache school is one of the oldest in the Pajaro valley.

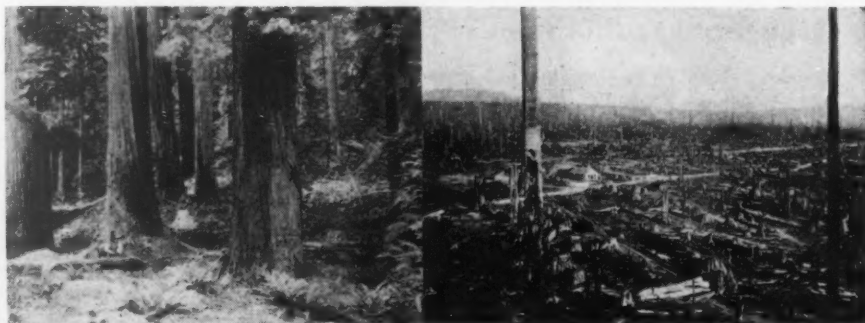
\* \* \*

### Are You Awake?

**F**LORENCE E. MARSHALL is author of a 96-page volume of colorful anti-alcohol poems entitled "Are You Awake?" Her clever, satirical verses are powerful sermons against the evils of liquor.

Shaw Publishing Company, 222 West Main Street, Lansing, Michigan, has issued this entirely novel book of temperance education for young people. Miss Marshall's address is Apt. 502, 3620 16th Street N. W., Washington, D. C.

*California schools are carrying forward a great conservation program, to save the forests and restore native beauty. These pictures contrast wasteful lumbering of redwood and a beautifully preserved and properly forested area.*





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\* \* \*

### In Memoriam

Mrs. Kathryn Miller Meyer, 32, for 6 years physical education teacher, San Luis Obispo High School, and prominent in school activities there.

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**Author.** Harrington Wells is a professor of biology at the Santa Barbara State College and is a scientist of recognized ability both as a teacher and as an author. He is the author of "Tidepool Animals" and "Pets and Their Care," California State Series in Elementary Science; and "The Teaching of Nature Study and the Biological Sciences." He conducts each summer the Santa Barbara Nature Study School.

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## A CHEMISTRY ASSEMBLY

George Woolsey, Instructor, and Members of Chemistry Class, Valencia High School, Orange County

**T**OWARD the end of the third quarter this year when some members of the chemistry class seemed to feel that the number of chemical substances and principles that they had to study was endless, I thought that a little diversion might be welcome. I asked them if they would like to give a chemistry program at a student-body assembly.

Everyone thought that that was a fine idea and entered into the work of preparing a program with enthusiasm. We worked out a group of stunts which was received so well when the assembly was held that I thought it would be helpful to describe it for possible use by other chemistry classes.

After the usual student-body announcements and the singing of a few songs, the student-body president introduced one of the chemistry students who acted as our master of ceremonies. I will describe the program just as it was given, with whatever explanations are necessary to make the action clear.

**Master of Ceremonies:** This program is being brought to you by the chemistry class in order to entertain you and also to acquaint you with some of the work that class is doing.

As many of you know, chemistry is responsible for a great number of the things we enjoy today and that is why we believe that you should learn more about it. Some students dread the idea of taking chemistry, so if we can help overcome this dread and make you interested in the subject, we shall have more than accomplished our purpose.

The first number on our program is a short skit entitled, "The Changing Drinks."

The curtain rises on the stage set with a table front center with 3 glass water-pitchers and 4 drinking glasses. The first pitcher contains water with a little dissolved phenolphthalein. The second pitcher contains a few cubic centimeters of base and the third pitcher contains enough acid to neutralize the base. A table in the rear is set with a complete distilling apparatus, a little copper sulfate being dissolved in the water in the distilling flask to make it clearly visible. A Kipp generator and a desiccating dish stand on another table. Three boys are standing near a radio back center stage.

**Johnny:** Goodness, but I'm dry. Let's have a drink of water.

**Howard:** I'd rather have punch, but since we have only water, I guess that will have to do.

**Bob:** I can make up some punch for us in no time at all. (Pours water into second pitcher, turning it pink.)

**Howard:** Well, what do you know about

that! We can really enjoy this. (The boys pick up glasses and Bob is about to pour. Noise of someone approaching from off-stage is heard.)

**Johnny:** Here comes Harold. What shall we do? He will drink up all the punch if he finds it here.

**Bob:** I'll fix that. (Pours liquid into third pitcher turning it colorless. Harold comes in from off-stage.)

**Harold:** Hello, fellows. What are you doing?

**Bob:** We're just going to have a drink of water. Will you join us? (Hands a glass toward Harold.)

**Harold:** No, thanks. I'm not thirsty. I just had a drink of punch.

*Quick curtain.*

**Master of Ceremonies:** This is a very simple trick and if you wish to know how it is done perhaps some of the chemistry students will explain it for you.

Don will now show you our individual laboratory apparatus and explain how it is used.

The curtain rises with a chemistry drawer filled with apparatus on the table, front center. Don, standing behind the table, takes out the apparatus which he arranges on the table as he explains its use.

**Don:** I am going to show you some of the apparatus that we use in the laboratory for performing experiments. This is a rubber apron which we wear when experimenting with acids or with anything that might be harmful to the clothes. (Puts on apron.) Here is a Bunsen burner, our laboratory cook stove. It burns natural gas just as do your stoves at home. These are a ring stand and a ring for holding substances while they are being heated. This asbestos mat is placed on the ring for spreading the heat.

These are beakers used for heating different amounts of liquid. (Places the beakers in a row near the front edge of the table and sets the largest one on the ring stand with the Bunsen burner beneath it.) This watch glass is used for evaporating liquids to form crystals. If we wish to apply heat to a solution in order to obtain crystals more

rapidly we use this evaporating dish. (Removes the beaker from the ring stand and places the evaporating dish there.) The casserole which you see here is a general purpose dish which is convenient for use in many experiments.

This crucible is used for heating solids very hot. It is held in this wire triangle on the ring stand. (Removes the evaporating dish and asbestos mat from the ring and places the triangle and crucible there.) These crucible tongs are for removing the crucible while it is hot. (Removes the crucible with the tongs.) Many of our experiments with liquids are done in test tubes. These are some test tubes in the rack in which they are stood. This brush is for cleaning them. They are then allowed to dry upside down on these pegs. If the material in the test tube is to be heated the tube is held in this holder. Here is a graduated cylinder for measuring the volume of liquids in cubic centimeters. This balance is for weighing materials. The rider is used for weights up to ten grams and these weights are used for quantities greater than ten grams. Precipitates are separated from liquids by means of a funnel and filter paper. (Places funnel in ring and filter paper in funnel.)

This mortar and pestle are used for grinding solids into powder. The flask which you see here is often used for generating gases. This pneumatic trough is used for collecting the gas as it is generated. The trough is filled with water. These bottles, filled with water, are inverted and placed on this shelf. This delivery tube leads the gas from the generator to the collecting bottles. When it is desired to collect only a small amount of gas, a test tube, held in this clamp is used for a generator. (Changes the delivery tube from the flask to the test tube.) We are able to perform most of our laboratory experiments with the apparatus that I have just shown you.

*Curtain*

One of the girls sang a popular song while the apparatus and table were being removed from the stage and replaced by the table with the distillation equipment.

**Master of Ceremonies:** Don has shown you most of the apparatus that we use. However, there are some special pieces of equipment that we use occasionally. One of these is the distillation apparatus. Del will show it to you and explain how it is used. (Curtain rises with Del standing by the center table.)

**Del:** Water is so much a part of our lives that its study has played a prominent part from the very beginning of scientific thought. It is so common that we think little about it, yet without water no living thing could exist. As the students who are taking chemistry know, it is not an element but it is a compound of hydrogen and oxygen. We prove this in the chemistry laboratory by passing an electric current through water. Hydrogen and oxygen are obtained from the water at the two electrodes.

All natural water contains dissolved sub-

### New Business Text

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stances which it gets from the rocks and soil through which it flows, or from the air in the case of rain water. In order to make this water fit for chemical use these impurities have to be removed. This is done by boiling the water to change it to steam and then condensing the steam. In this process, which is called distillation, the impurities remain behind in the distilling flask.

This is the apparatus used for distillation. The Bunsen burner is used to heat the impure water in the distilling flask. The thermometer is placed in the flask to test the purity of the distilled water because pure steam is formed at 100 degrees centigrade. The steam runs down the center tube of this condenser where it is cooled by cold water flowing in at the bottom and out at the top of the water jacket surrounding the central tube. The pure water made from the condensed steam is caught in this receiving flask.

This same principle is used for large distillation equipment in many industries. Distillation is probably the most important process in the refining of petroleum. Crude petroleum is heated and the different products are distilled off in the order of their boiling points. Gasoline is obtained first. Then kerosene, fuel oil, gas oil, and lubricating oil are obtained in this order as the temperature increases.

Curtain

**Master of Ceremonies:** One of the most difficult things for the chemistry student to understand is the way in which atoms and molecules rearrange themselves during chemical reactions. They are so small that they can not possibly be seen, yet all chemical reactions are studied in terms of them. To explain the way in which hydrogen and oxygen combine to form water, we are going to use students to represent atoms of hydrogen and oxygen and show how they combine to form water. After that we will show you how this reaction really takes place. (*Curtain rises on the bare stage.*)

Here we have an atom of hydrogen. (A student walks onto the stage with a large H printed on a card which is hung on a string around the neck.) And here is another atom of hydrogen. (Another student with a large H walks onto the stage.) They join hands and form a molecule of hydrogen. Here comes an atom of oxygen. (Student with a large O walks on.) And another atom of oxygen. (Fourth student walks on.) They also join hands and form a molecule of oxygen. When an atom of oxygen goes between the two atoms of hydrogen we have a molecule of water. (Students demonstrate.) When two atoms of oxygen get between the atoms of hydrogen, a molecule of hydrogen peroxide is formed.

We are now going to bring more molecules of hydrogen and oxygen onto the stage and show you how, in a bottle or other container they move faster and faster as they are heated until the kindling tem-

perature is reached. At that temperature they unite to form water. (Eight more students enter in pairs representing three more molecules of hydrogen and another molecule of oxygen.) The pianist plays half a verse of "Bicycle Built for Two" as they come on and then they all start singing as they move in pairs at random about the stage. The words that they sang, to the same tune, were written by our pianist for the occasion.

Molecules, molecules,  
Tell us, what do you do?  
We're half crazy  
Over studying you.  
The way you combine in letters  
H - O - H together,  
It makes us keep right on our feet,  
To study the molecules.

We move faster (*Music is played faster.*)  
H two and O two trade. (*Students change from pairs to threes representing molecules of water.*)  
Two H's take an O  
And H two O is made.  
You recognize this as water  
And on a day that's hotter  
You drink it clear, it's us right here, (*All bow second time through.*)  
And now the molecules fade.

In order to be heard more clearly, the students again group themselves in pairs and sing both verses through a second time while standing in a double row facing the audience. They change to threes at the start of the second verse and sway in time with the music. Curtain at the end of the second verse.

(Please turn to Page 48)



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# EXTRA CURRICULUM

## ABOUT EXTRA-CURRICULAR ACTIVITIES

*Lawrence Riggs, Teachers College, Columbia University; on leave from  
Ceres Union High School, Stanislaus County*

**A**MONG the trends in modern education that are rapidly gaining popular favor must be included,—(1) development of the personality of the student as a duty of education; (2) individualizing of the educative processes; (3) utility of expressiveness in so many ways—to gain more knowledge—to creative ends—in directing energies that need direction; (4) practicing of more democratic procedures with students; (5) growing understanding of the importance of real experience in doing, rather than vicarious experience; and so on.

Because of such trends and others like them, many of us believe in extra-curricular activities as a means through which some of these things may be brought to fruitful use and productive experience. We find extra-curricular activities indispensable as educative media through which our aims may be more often expressed, not only in textbooks, but in real active results in enriched human lives.

### 1. Organization

The following paragraphs will suggest points of principle that might be useful in guiding these phases of an extra-curricular program.

a. Because of the tremendous importance of proper leadership in extra-curricular activities, we must be sure that faculty advisors are first of all willing, and then as able as possible to advise students in this field. If willing, but not able, we would hope to provide instruction for them in guiding such activities. This can be accomplished through discussions of books and articles on extra-curricular activities, leadership, and policies, or better, a combination of this and some training through numerous conferences with the principal or advisor while actually on the job doing something.

b. Provide funds so as to get adequate leadership in proportion to the needs of the situation.

c. Time must be provided both for the activity and for the advisor of the activity if the best results are to be obtained.

d. The extra-curricular program should be as much as possible a part of the regular school program so as to preserve not only contact, but effectiveness in learning.

e. The program should be organized to provide a place for all who can effectively engage in it. There should be no group in the school cut out of an opportunity for at least two or more types of activities, and no individuals who cannot get into some activity if they so wish.

f. The program should be so arranged so as to be productive of the greatest value to the greatest number of students. Some few should not be getting all the program has to offer.

g. Wherever possible the program should be so organized as to contribute not only to the life of the school and the student, but to the community in some way. At least, it is to be remembered that community co-operation is better secured for all school activities if the extra-curricular can in some measure provide for community satisfaction through accomplishment or performance. The first thought however must be of the student.

h. Guidance can be effectively carried on through this program. Anecdotal records kept by teacher—advisors of extra-curricular activities are most revealing of needs of students and of possible avenues through which adjustments may be accomplished. One can hardly see how the guidance program of the school can be separate from the extra-curricular—so great is the importance of one to the other as a means of more effectively conducting the personnel services that the school renders to the student.

i. Activities that can be carried on by the student after he leaves school should be included in a wise set-up productive of the most lasting values.

In short, it is wise to have the organization closely connected with the program and life of the school and at times with the courses themselves. Extra-curricular activities should grow out of the life of the school and return to enrich it, as Dr. E. K. Fretwell so well points out<sup>1</sup>.

### 2. Accomplishments

a. Closer understanding between teachers and students—therefore better teaching and learning results.

b. Larger areas and higher quality of expressiveness on the part of students—thus increasing their self-respect and their self-reliance in meeting situations squarely.

c. The development of leadership possibilities on the part of those who ordinarily would find no avenue of development—these are usually the youngsters that need help and a certain amount of encouragement and guidance before their leadership exerts itself.

d. Believing that we need intelligent followers as well as those who lead well, we realize that the extra-curricular activities program would develop intelligent and capable followers.

e. Development of personality aside from leadership-followership traits. There are many other areas of personality that would

find development and expression through a rich extra-curricular program.

f. Because of increased responsibility, increased understanding of the intricacies of working with people, a higher level of community responsibility ought to be forthcoming from such activities—a better kind of citizenship.

g. Because of high demands on adequate and thoughtful leadership, there ought to develop a higher standard of professional and personal efficiency along these lines on the part of the faculty-advisors involved.

### 3. Criteria

Of course, the above principles can be put in the form of questions and asked now and then to see if they are being followed, but here are a few that might receive special attention:

a. Is the activity getting away from the school program so as to be a drain on it and not a contribution to it nor to the students?

b. Is the activity producing positive values for the boys and girls taking part in it? Is it making any contribution to them—or is it now to be classed as exploitation of the students, their time, or money?

c. Is the activity meeting any need? Has it ceased to be of value for some reason or other? If so, why? Could it be of value? Why not do away with it?

d. What could be done, if anything, to meet the main problems now confronting the school by enriching the extra-curricular program?

A well-administered program of extra-curricular activities may well be of equal, if not superior, value compared to actual subject-matter in some cases.

Too long have we expected these programs to run on extra time and good will.

They cannot be effective that way any more than the teaching of History could be effective if done by a busy teacher after school—with the press of other duties making it impossible for him to be present at times.

Absurd? Surely, but that seems to be what we are doing with many of our activities—showing them off the scene and expecting them to play impressive and important parts in the play as it goes on.

This portion of our school program deserves time, planning, money and adequate leadership if it is to be productive of the high returns in educational and personal values rightly expected of it.

\* \* \*

### Sunset Is Prettiest

*Tanya Hillyer, Grade A2, Age, 7 yrs., 4 mos.; Mrs. Wert W. Manderback, Teacher, Laurel School, Hollywood*

**H**ERE we go for a bumpety ride  
Round and round the mountain side.  
I saw some mountains,  
They were blue.  
I saw something you'd like too.  
Sunset is the prettiest thing,  
I don't know why, but it makes you sing.

<sup>1</sup> Fretwell, E. K. *Extra Curricular Activities in Secondary Schools*. Houghton Mifflin 1931.



## EYES . . . RIGHT!

J. G. Goodsell, Boys Vice-Principal, John H. Francis Polytechnic High School, Los Angeles\*

**A** MILITARY command. Many of the fathers of the present high school boys and girls remember with a thrill how they marched past the reviewing stand in perfect step and executed the command, "Eyes, Right!"

May we not turn the command into a question? How many of the men who enlisted or were drafted in the World War were rejected or placed in some subordinate position because of poor eyesight? More of that later. Luckiesh and Moss' show the per cent having defective eyes as follows:

	Age	Per Cent Defective
Under	20	23
	30	39
	40	48
	50	71
	60	82
Over	60	95

The same authors state that 22% of pupils in the public schools and 40% of college students have defective vision.

James E. Lebensohn<sup>1</sup> says: "In a recent study by the U. S. Public Health Service nearly 2,000 unselected school children, ranging in age 6 to 16 years, were carefully examined. One-third of the group had sub-normal vision, and one-sixth of the remainder had sufficient 'eye-strain' to require glasses."

Distance vision is usually what is thought of when one speaks of children, and distance vision is what is tested in school children in 99% of all cases. If a child can read the standard Snellen chart at 20 feet he is passed as O.K. "The superficial eye-tests which are at present being given in many of our public schools are inadequate and should be replaced by more thorough and more complete visual tests."<sup>2</sup>

Progressive education is endeavoring to

get teachers away from the old recitation method and substitute in its place research work. This can mean one very important thing and that is close application for the eyes. Some one has said that the university of the future will be a great library where the students will spend the majority of their time and consult the professors only to report progress and receive directions for further reading.

The writer has had an opportunity to check up on the reading ability of all students entering one of the great metropolitan high schools in the City of Los Angeles. Using the standard Haggerty Reading-Tests the following results were found.

	Number	Per Cent
Total number tested.....	424	
Total number with reading grade even with school grade.....	43	10.1
Total number with reading grade one grade above school grade.....	27	6.4
Total number with reading grade two grades above school grade.....	40	9.5
Total number with reading grade three or more above school grade.....	17	13.4
Total number with reading grade one grade below school grade.....	60	14.1
Total number with reading grade two grades below school grade.....	77	18.2
Total number with reading grade three or more below school grade.....	120	28.3

It is well to note, from the above data, that about 30 per cent of those tested are above normal while 60% are below normal. A one to two ratio. These conditions are rather startling and the causes are being sought. Some one has listed the reasons for poor reading ability as follows:

1. Causes due to original nature
  - a. Intelligence
  - b. Eye defects
  - c. Speech defects
  - d. Cerebral dominance
  - e. Auditory defects

2. Causes due to environmental conditions
  - a. Foreign language
  - b. Poor reading environment
  - c. Poor educational opportunities
3. Causes due to poor teaching
  - a. Over-emphasis on oral reading
  - b. Formal methods of teaching
  - c. Poor motivation
  - d. Over-emphasis upon phonetics
  - e. Poor methods of word attack
  - f. Lack of periodic check-ups
4. Accidental causes
  - a. Transfer from one school to another
  - b. Absence
  - c. Illness
  - d. Injury

- f. Congenital alexia
- g. Defective psychological processes
- h. Constitutional immaturity

Probably several of the causes mentioned above operate in many individuals with defective reading ability. Some are eliminated as the child changes teachers but not those due to original nature. Nevertheless it is the business of the educator to analyse the causes and correct errors as soon as possible.

The writer is making such an investigation. From the results of the Haggerty Reading-Tests mentioned above, pupils with the lowest reading ability have been enrolled in remedial reading classes and a visual survey is being made of those individuals. The results thus far indicate a very large percentage having aberrations in the visual apparatus. Particularly is this true in the muscular balance between the two eyes when used at the reading distance. Also suppression of one eye and poor stereoscopic ability are rather frequent conditions.

The youngsters in these groups of poor readers usually have read very few books and say they do not like to read. Possibly the answer as to why they have never liked to read is shown in the aberrations mentioned above. Children do not naturally do the things which are uncomfortable and because of unconscious discomfort a habit has been established leading to other interests.

"The results of the army tests led to the conclusion that there must have been over a million of our soldiers and sailors who were not able to write a simple letter or read a newspaper with ease."<sup>4</sup>

"Nevertheless, normal vision is undubi-

(Please turn to Page 43)

## LET'S READ!

BY

**Holland D. Roberts**

Stanford University

and

**Helen Rand**

Township High School

Evanston, Illinois

## Everyone can become a better reader

Sports and games, interesting people, movies and the radio, adventures on sea and land, life at high speed, and animals at work and play are the reading areas of the fifty-odd selections in LET'S READ! Each article or story is followed by suggestions about what to do after the reading to check speed and comprehension, and to put the new knowledge to some interesting use immediately. These directions reflect the skill of the editors—both experts in this field of remedial reading.

If you are making plans for the improvement of your reading program for the coming year and have not already adopted a book, LET'S READ! is well worth waiting for. An examination copy will be mailed to your July address if you will notify the publishers.

**HENRY HOLT AND COMPANY**

149 NEW MONTGOMERY STREET

SAN FRANCISCO

## MODEL HOUSES

*Stuart McLoughlin, Junior High School, Ontario*

**I** WISH to report a successful motivation for a house-planning unit which I used last year. To arouse and retain interest among the students themselves; to help them visualize more accurately and completely; to offer an opportunity for training in typical house construction; and last (but not least), to offer something away from the ordinary in the spring industrial arts exhibit, we constructed paper models of some favorite house-plans.

### We Use Tagboard

Tagboard was the material used, with allowance for flaps to hold the various sections together. Corrugated cardboard from packing-boxes gave an excellent representation of tile roofs. Cold-water paint simulated the ever-present tan stucco and red tile of our sunny Southland.

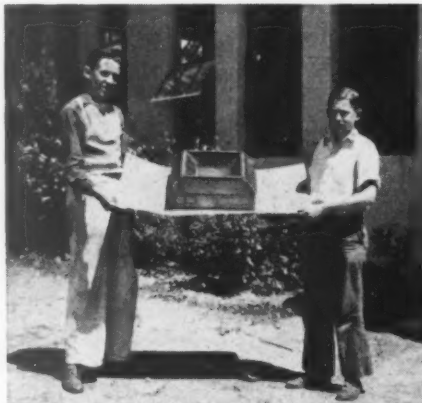
Pictured here are two of the houses; an early California type, with central patio, and a representative 6-room dwelling of conventional design, with some of the constructors. These boys made the house models in their 7-grade course. So much interest has carried over that most of the class wants to draw floor plans this year. The model building was carried out in class time, though these boys completed their regular work in a wholly satisfactory manner.

### The Boys are Eager

Results: interest, undoubted. Almost all boys in the class have been eager to design house plans of their own. Training in visualization, definitely accomplished. Realization of the difficulties attendant upon any building, and an increased appreciation of carpenter-work. Something easily understood and appreciated by the average visitor at Open House Night.

During the Open House for parents, student guides explained the purpose of and reasons for the house models, pointed out their salient features, and discussed other

*A representative 6-room dwelling of conventional design*



*An early California type house, with a central patio*

exhibits with visitors, leaving instructors free to greet parents and friends of the school, and discuss growth and development of particular cases with interested parents.

This is as it should be; the students are exhibiting their work and they should do the explaining, not the instructor. As a major

part of our display we have students actually performing class work, because this is much more interesting to visitors than cold, prepared displays which might be arranged by anyone.

\* \* \*

The Educator, published in the interests of day and evening students, Adult Education Department, Long Beach City Schools, is issued weekly by the journalism classes there. Supervising editor is Ethel Johnston. Recent issue features Public Schools Week observances.

\* \* \*

Gordon Hoffman, industrial arts instructor, Peter Burnett Junior High School, San Jose, was general chairman of this year's Santa Clara County Hobby Fair, held recently in San Jose.

\* \* \*

Six large markers have been placed designating the boundaries of famous old ranches in the Metropolitan Oakland area, as the outgrowth of an idea developed by R. R. Stuart, instructor, Castlemont High School, whose students furnished essential historical data. Oakland civic groups co-operated in financing and construction of the markers.

## HOME MAKING

### MEETING THE NEEDS OF PUPILS AND PUBLIC THROUGH VOCATIONAL HOMEMAKING

*Patsy Hazel Bynum, Santa Barbara High School*

**I**N the city of Santa Barbara a great need for well-trained employees in the home has been felt for a long time. People have thought that anyone can care for a house, anyone can help with the children, anyone can do the work in the home.

But alas! this is not true, as many of the high school graduates have discovered when they have gone into this type of work with no previous training. No specific training was offered in this field even though it was known that, of all the employed mothers of high school pupils, 40% work in the domestic and personal service field.

The high school came to the rescue of the public and the pupils by the addition of a strictly vocational class in homemaking, called Home Arts, under the supervision of the vocational education department. This course now offers training for all types of domestic service such as home waitress work, care of children, washing of linen, the correct cleaning of a refrigerator, and other typical home activities.

The members of the class receive training also on how to get a job, how to hold a job, employer and employee relationship, proper clothes, importance of being well groomed, and types of uniforms used for various jobs.

In addition to this, proper English is stressed. No employer wishes to hire a girl who speaks incorrectly to care for her children, as youngsters are most receptive to their environment.

The class is held in a cottage which, as a co-operative problem, has been renovated by the members of the group. The girls meet two hours each day in the house, working in committees and groups, each girl having a chance to do every type of work during the two year course. In addition to the work in the cottage, each girl carries on a project outside of school which is supervised by the teacher.

Next year the present beginning class will become the advanced class, and will then begin to specialize. Each person will be permitted to work a given length of time in a home through co-operation of certain citizens of Santa Barbara. This work will be supervised and checked by the teacher.

The employer and teacher will grade the girl on such characteristics as efficiency, initiative, reliability, neatness, and various other traits that are necessary for this type of work. It is hoped that this type of training and co-operative employment will help the department place the girls at work to which they are suited and to follow-up in the adjustments to new environments.



## Eyes . . . Right?

(Continued from Page 41)

tably essential to maximum attainment. Therefore it is highly desirable that each child, upon entrance to school and at regular periods thereafter should receive thorough eye-sight study."<sup>4</sup>

Doctors Witty and Kopel of Northwestern University give quite a definite account of what should be done along this line: "Vision is examined rather thoroughly with the Betts tests. These permit a rapid appraisal of the following functions: acuity and other refractive conditions, stereopsis or depth perception, muscle balance, and fusion. When defects are discerned, the child is referred to an eye specialist. We have found about 25 per cent of our children in need of ocular attention. Although the importance of certain visual anomalies has been exaggerated recently in the literature, it is obvious that normal vision is essential for maximum efficiency and that serious visual defects should be corrected before remedial instruction is initiated."<sup>5</sup>

The science of "seeing" is practically new and is far more important than most of us realize. How long are we as educators going to turn a deaf ear and an amblyopic eye to the visual needs of school children? Most progressive schools have one or two teachers on the job to help rectify cases of flat feet, scoliosis, lordosis, etc. As far as progress in school is concerned what about those afflicted with myopia, hyperopia, astigmatism, heterophoria, suspensopia, etc?

Only a day or two ago the writer found a boy who was being compelled to repeat mechanical drawing for the third time and failing again. When his eye defects were checked it was a plain case of attempting something physically impossible for the boy to do. Another case a short time ago was that of a student who struck the wrong keys when trying to learn type-writing.

When the eyes of this individual were checked a muscular imbalance was apparent which made it impossible for him to use the two eyes together at the distance required in this work. By the use of simple eye exercises and inexpensive equipment many of these difficulties may be eliminated. How many more unfortunates who are trying to work under handicaps like these, no one knows.

Are educators going to sit idly by and await a militant command, "Eyes, Right?"

4. Reading, National Society for the study of Education, Twenty-fourth Year Book, Page 2, Part 1.

5. Heterophoria and Reading Disability, Witty and Kopel, The Journal of Educational Psychology, March 1936.

\*The problem of remedial reading is receiving more and more consideration by the leaders of education. The administration made a study of this problem after I was transferred to this school as principal in 1936. We found certain administrative problems associated with the subject of remedial reading, many of which

we felt grew out of a physical handicap because of poor vision.

We were fortunate in having a boys vice principal, J. G. Goodsell, who has been trained as an optometrist and is licensed to practice this profession at the present time. He was asked to make a special study. As a result we have secured some interesting information. The article is an outgrowth of this study.—K. L. Stockton, Principal.

\* \* \*

## Moonlight

Mildred Long, Pomona

**S**ILENTLY, peacefully shines the moonlight,

Lulling the world to sleep.  
Soothing weary eyes with comfort,  
Falling soft and deep.

Healing earth's rough surface with gentle  
Touch on every blight.  
Folding tired and sleepy petals  
Wrapped in silver light.

Scattering human kindness where deadly  
Weeds of hate have grown.  
Leaving in busy lives the loveliest  
Moonbeams tenderly sown.

(Book rights reserved.)

\* \* \*

## Ease In Speech

Review by J. B. Vasche, Oakdale

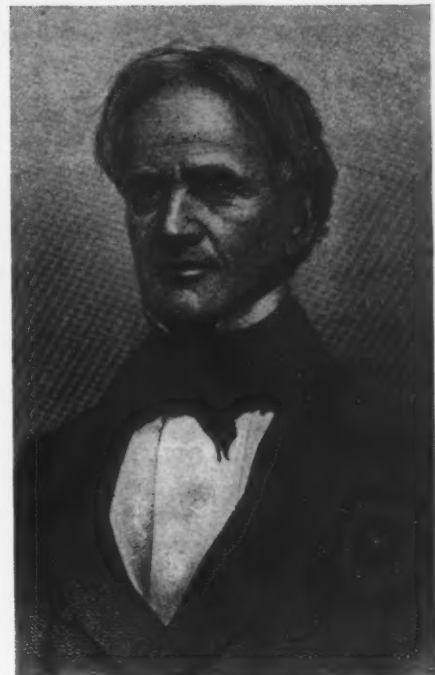
**E**ASE IN SPEECH is an appealing textbook in public speaking, written by a representative California teacher, Margaret Painter, and recently published by D. C. Heath and Company. Miss Painter is head, English department, Modesto High School, and president, Stanislaus County Teachers Association.

The book is essentially a high school text. The material, with its new and engaging freshness, its common sense plane, its clear sentence structure, its practical applications, its free use of student speeches, its pertinent cartoons, are of and for the modern high school.

Emphasis is placed upon practical angles of speaking, in order to make the student feel, "This is something I can accomplish, something that will help me." Frank recognition is given problems caused by nervousness.

Twenty-three chapters cover all phases of private and public speaking from conversation to the formal address, with each chapter followed by a summary and exercise materials.

Ease In Speech deserves to find its way into California secondary-school classrooms as a basic text in public speaking. The book presents only the most practical learning materials, those which have resulted from Miss Painter's many busy years of teaching young persons to become intelligent, interesting conversationalists and worthwhile speakers.



Horace Mann, a Great American, Pioneer Educational Statesman, in whose memory a Centennial Observance is held throughout the schools of America this year.

\* \* \*

The Literature of England is an admirable, large, illustrated text of nearly 500 pages by Amanda M. Ellis, associate professor of English, Colorado College, and published by Little Brown and Company of Boston.

For high school students, college freshmen or sophomores, this commendable volume winsomely introduces students to great personalities and to great books.

## A Summer of Profitable Study

can be yours at

## UNIVERSITY COLLEGE

(Evening Division of University of Southern California)

**SUMMER QUARTER**  
**June 21 to July 30**

Fifteen courses offered in Education, including those required in the new state college Bachelor of Education degree. More than 100 other courses with full University credit. Typical costs are \$12 per course, plus one \$2.50 general registration fee.

Ask for Descriptive Schedule

## UNIVERSITY COLLEGE

TRinity 1701  
Transportation Building, Los Angeles  
7th and Los Angeles Streets

# Are You Planning to Attend the SUMMER SESSION AT BERKELEY

WALTER H. STUSSIE  
Business Manager

MAURINE C. COLEMAN  
Publicity Director

## University Artists Guild

2418 COLLEGE AVENUE, BERKELEY, CALIFORNIA

### OPEN LETTER

The purpose of this letter is to inform you about our new service designed to provide a perfect vacation and to assist you in selecting desirable living accommodations during the period of Summer Session at the University of California at Berkeley.

We have carefully selected a number of centrally located sorority and fraternity, and University approved houses with beautifully furnished spacious rooms and every modern convenience that would be found in a private club or a fine hotel.

Quiet, pleasant surroundings are essential to your comfort but a feature equally important and which will add immensely to your satisfaction will be the excellent meals prepared and served by resourceful and carefully trained chefs under the intelligent direction and supervision of Jimmy Doon. We are certain you will enjoy the grand variety of tempting dishes prepared by Jimmy and his assistants, and each meal will prove to be an adventure in the high art of dining.

During your leisure hours you will have the opportunity to participate in a very elaborately planned series of entertainments and social activities conveniently arranged to avoid interference with your Summer Session studies. The highlights of this feature will be the evening recreation hour and a series of six informal dances.

Every detail has been carefully planned to insure adequate provisions for your comfort and when you select one of our accommodations you can be definitely certain that it will be, without exception, the finest available in Berkeley.

Sincerely yours,  
WALTER H. STUSSIE

### FOR YOUR INFORMATION

Every effort will be made to provide suitable accommodations and any changes or adjustments that might be necessary can be made on Saturday, at the end of the first week.

Special lounges and studies will be provided in each house for the convenience of those who find it necessary to study late in the evening.

Especially planned for your entertainment is the "evening recreation hour" which is arranged from 6:30 to 7:30 every evening except Saturday and Sunday, immediately after dinner has been served. The time set is early enough to avoid interference with regular University programs which usually begin at 8:00 p. m. We have selected fifty-six scientific, educational, and world-wide travel motion picture film shorts which will be shown during this period. Added to this will be music and other entertainment. Limited space prevents giving a detailed description of the various features.

The first of a series of six informal dances will be given on Friday evening, July 2, and others will be sponsored on each succeeding Friday evening thereafter.

The University Artists Guild maintains an Escort and Date Bureau which is designed to provide a conventional method for meeting desirable friends. The services of this department will be available to our guests during their stay in Berkeley.

Our Service Bureau will give you every assistance in planning delightful week end trips to Yosemite, Lake Tahoe, Redwood Empire, Carmel-by-the-Sea and any other points of interest you may desire to visit.

Your adventures and those of other guests will be recorded in motion pictures—the most interesting scenes will be filmed on beautiful natural color "Kodachrome Process" films. These pictures will be shown during the recreation hour, and we are certain they will prove to be both fascinating and decidedly interesting.

Your application for reservations should, if possible, be filed on or before June 15. This will facilitate the making of adequate arrangements for your individual requirements.

A deposit of ten dollars is required with each application for reservation. A money order, bank draft, or personal check made payable to the University Artists Guild will be accepted. The final payment of the balance due may be made upon arrival in Berkeley after suitable accommodations have been provided.

Should it become necessary to cancel your reservation, the full amount of the deposit will be refunded up to and including June 21, and thereafter, providing no expense has been incurred.

The various houses will be ready for occupancy on June 24 and meals will be served starting with breakfast on June 28.

Any additional information you may desire will be furnished immediately upon request.

### APPLICATION FOR RESERVATION UNIVERSITY ARTISTS GUILD

2418 COLLEGE AVENUE, BERKELEY, CALIFORNIA

Name.....

Street.....

City..... State.....

Please reserve the accommodations I have checked below for the period of Summer Session.  
(June 28 to August 7, inc., 1937)

#### ACCOMMODATIONS

- Sorority and Fraternity Houses**
- ☐ A \$92.50 Large Single Room
  - ☐ AA 82.50 Large Double Room
  - ☐ B 87.50 Average Size Single Room
  - ☐ BB 77.50 Average Size Double Room

- University Approved Houses**
- ☐ C \$72.50 Large Single Room
  - ☐ CC 67.50 Large Double Room
  - ☐ D 62.50 Average Size Single Room
  - ☐ DD 57.50 Average Size Double Room

Quotations are per person, and include meals and entertainment.

I have enclosed a deposit of ten dollars (\$10.00) to insure reservations and the balance due, in the amount of \$..... will be paid upon arrival after suitable accommodations have been provided.

I am willing to share the "double letter" accommodations I have selected with the type of person described on attached sheet.

Approximate date of arrival in Berkeley....., 1937.



# GO TO SCHOOL

TEACHERS SHOULD GO TO SCHOOL

Elta L. Livoni, Stockton\*

**W**HEN I say teachers should go to school, I don't mean merely that they should attend graduate university courses or summer school in the Sierras. I mean real, "honest-to-goodness" school such as their students know it, and their line of study should be something they have never studied before—not a new language, or a branching out into sociology when the previous major has been physical education—but something in which all their previous college training will avail but little.

For instance, even a Ph. D. will find that his learned and laborious thesis will aid him very little in learning to play the piano if he has never played a note before. That is the valuable thing for the teacher—to relive the actual learning process, and the more nearly that learning process can approach classroom work from the student's angle, the better it is. For proof I can cite my own experience of this winter.

## I Needed Something New

For six years I taught English in a fair-sized high school in central California. I sat behind the desk and tried to understand my students through the haze of remembering my own rather far-away high school days. And it can't be done with any accuracy at all. Memory distorts facts too greatly for that.

Growing stale, getting in a rut, and in need of a new perspective, I went to school myself to learn something new from the very beginning. I had majored in English and Latin; this time I took a commercial course.

Like any high school freshman, I struggled with the mysteries of learning to press with the little finger of my left hand a certain key on the typewriter whenever my eye saw an "a" on the printed page, and I assure you it is no easy task to set up that reflex so that it works automatically in a fraction of a second. But I watched those reflexes becoming more and more a part of me, until now I can make 300 such strokes a minute; and that, when you come to think of it, is something of an accomplishment.

But if it hasn't been easy, it has been distinctly worthwhile to observe the path over which I have trod from that first "a" stroke. The learning curve was quite as irregular, if not more so, than any chart in any psychology text. There was a time when I thought I would never be able to cut down errors even

to a reasonable number; then again there were times when my progress was most gratifying, when I wanted someone to notice the progress. I could appreciate thoroughly a sympathetic teacher at both times.

I have learned shorthand too. There again I could watch the learning process both subjectively and objectively—or as near it as is humanly possible to do so. Learning the theory of shorthand is comparatively simple, but to work up speed in taking dictation is another matter. Here again, I agonized over "plateaus" when I seemed to progress not at all, and I thrilled over the "rises" that came afterwards.

## Individual Progress

There was bookkeeping, too, where for the first time I experienced personally the effect of the individual progress method of teaching, and I found it to my liking, but there were others for whom accounting is worse than Greek, who sadly missed the classroom explanations they were accustomed to.

But experiencing again the "learning process" was not the only benefit derived. I was again a student and accepted by the others as a fellow-student. I was older than most of them, it is true, but I was on their side of the desk. There was not that intangible barrier between us that of necessity exists between students and their teachers. By talking to others, by simply being one of them, I realized how they reacted to various teaching techniques.

A method carefully worked out by the

## Commercial Teachers Meet

**C**OMMERCIAL teachers of San Luis Obispo County recently held a dinner meeting at the Andrews Hotel in San Luis Obispo. Earl L. Kelley, chairman of the department of business administration at San Luis Obispo Junior College, led an informal discussion on problems in consumer education.

Upon suggestion of W. E. Alderman of San Luis Obispo High School, it was agreed that all present should lend assistance toward the building up of a business and consumer reference department in the County Library. Perry O. Cole, principal, San Luis Obispo Junior High School, pronounced the invocation.

This was the first gathering of this group, and enthusiasm developed into plans for a similar meeting at the Carlton Hotel in Atascadero soon after the opening of the fall term. At that time attention will be focused upon professional problems and improvements encountered by the group during the summer. LaMoille V. Pugh of Atascadero Union High School acted as chairman for the evening and was asked to arrange the fall meeting.

teacher to put across a point I could recognize as such, and I could see and feel the reaction of the others as well as of myself. Disciplinary measures—and they are needed even in a private business school—took on a new meaning as I actually felt how irksome some rules might be and how perfectly futile the repeated "Now let's have a little less talking, please" can be.

I talked with many students about their work whenever such conversation came up freely and easily. They discussed their problems and reactions as they never would have discussed them with any teacher. I have often been surprised at the things which may "stump" some other student—and not necessarily a poor student—things which I had grasped so easily that as a teacher I would have glossed them over quickly in order to spend more time on something else.

I have seen them fret, too, under constant repetition of points they learned easily but which seemed to the teacher to need repeating. And by the way, in spite of occasional fretting, I am more firmly convinced than ever before that repetition is one of the best teaching devices known, particularly when that repetition is varied from day to day.

I have learned the boredom that can come from following the same daily routine, and boredom is learning's worst enemy. I have realized, too, how little it takes to change that routine without sacrificing one iota of the valuable class hour.

There are many other things—such as the weariness of the steady grind of day after day of school and nights of study, the joy of accomplishment, the discouragement of little failures, the ease with which the teacher can mistakenly waste the time of an entire group by giving a few minutes time to an individual while others must wait with nothing to do—these have come to me in a new light and I shall never forget them. I could not have learned these things back in my student days before I had been a teacher myself, for then I knew only the student's side of the story.

I am firmly convinced that for real training for teachers, becoming a student again is the best experience possible. I know that when I go back to teaching, even though I do not know where that will be or under what conditions, I shall do my work with a better understanding of the pupil and his needs and that I shall be a better teacher than before.

\* \* \*

Functional Planning of Elementary School Buildings, by Alice Barrows, U. S. Office of Education, is a noteworthy, beautiful, large bulletin of 90 pages profusely illustrated with plates, floor-plans and graphs and is issued by the Office of Education. It is of great help to all who have to do with elementary school buildings.

\* \* \*

Miss A. Bess Clark is teacher of English, Point Loma Junior-Senior High School, part of the San Diego City School system; her home is Grossmount Inn, at La Mesa. Our May issue erroneously stated that she taught at La Mesa.

\*Formerly Teacher, Lodi Union High School.

# HEALTH AND RECREATION

## CALIFORNIA ASSOCIATION OF HEALTH, PHYSICAL EDUCATION AND RECREATION

*Florence Hale Stephenson, San Francisco State College; Chairman  
Committee on Publications*

**C**ALIFORNIA Association of Health, Physical Education, and Recreation is, as its name implies, a professional organization of educators, health specialists, and recreation leaders interested in all these allied fields. The association is endeavoring to awaken in its own members and in the general public a wide and intelligent interest in health, physical education, and recreation.

The association has a membership of 972 persons organized in units and sections for the purpose of maintaining democratic and representative government. A unit is a group of ten or more persons from a given locality. Based on its membership, each unit has proportional representation in the association's governing body. A section is a group of units usually geographically united and constitutionally bound together in common purposes. Through their presidents, the sections have representation on the state executive committee. In general, the sections are patterned after those which are basic to the state organization of California Teachers Association.

Greater interest is being shown each year in the formation of new sections. The first three to have completed their organizations are the Southern, Bay, and Central Sections. Organized since about 1930, the Southern Section has recently elected Edwin H. Trethaway, Los Angeles, president for the year 1937-38. The Central Section is a newly formed group with Grover Gates, Fresno, as its president. The Bay Section is at present busily perfecting its organization under leadership of Florence Stephenson and Verrel Weber, both of San Francisco.

### Local Units

Alameda: Alameda.  
Berkeley: Berkeley, Walnut Creek.  
Coast: Watsonville, Santa Cruz, Salinas, Pacific Grove, Hollister, Gonzales, Monterey.  
Contra Costa: Richmond, Martinez, Contra Costa, Concord.  
Fresno: Kerman, Fresno, Selma, Central, Madera, Reedley, Sanger, Fowler, Kingsburg, Easton, Auberry.  
Glendale-Burbank: Glendale, Burbank.  
Kern County: Bakersfield, Taft, Oildale, Shafter.  
Long Beach: Long Beach, Santa Catalina Island.  
Los Angeles: North Hollywood, Los Angeles, Pacific Palisades.  
Westwood: Venice, Torrance, Gardena, Huntington Park, San Pedro.  
North Central: Chico, Oroville, Willows, Westwood, Quincy.  
Oakland: Oakland, Piedmont, San Leandro, Hayward.  
Orange County: Santa Ana, Placentia, Fullerton, Laguna Beach, Huntington Beach, Anaheim, Balboa Island, Brea.  
Pasadena: Pasadena, Altadena, South Pasadena.  
Redwood: Arcata, Fortuna, Eureka.  
San Bernardino: Ontario, Redlands, San Bernar-

dino, Colton, Uplands, Highland.

San Francisco: San Francisco.

San Mateo County: Redwood, San Mateo, Burlingame, South San Francisco, Pescadero, Daly City.

Santa Barbara: Santa Barbara, Laguna.

Santa Clara: San Jose, Palo Alto, Sunnyvale, Los Gatos.

Santa Monica: Santa Monica, Brentwood, West Hollywood, Van Nuys, Ocean Park, Brentwood Heights.

Tulare County: Tulare, Exeter, Visalia, Porterville.  
Ventura: Fillmore, Oxnard, Ojai, Santa Paula, Ventura, Camarillo.

Seventh annual convention was held in Fresno, March 19, 20, with an attendance of approximately 500. A revised constitution, with many new, action-promoting provisions, was accepted by the membership at this meeting. These revisions, which should facilitate rapid growth and development of the association, were the result of a year's effort and thought on the part of the retiring president, Dudley S. De Groot.

### Officers for 1937-38

President: Cecil F. Martin, Director of Physical Education and Recreation, Pasadena City Schools.

First Vice-President: (Mrs.) Florence Hale Stephenson, State College, San Francisco.

Second Vice-President: Jack W. Byfield, Director Child Welfare, County of Kern, Bakersfield.

Treasurer: William Sim, Sacramento Junior College.

Secretary: W. H. Orion, Division of Physical and Health Education, State Department of Education, Sacramento.

The officers and the membership of the association are endeavoring in every way to do their part in supporting the program outlined by California Teachers Association. In December, 1935, the association became an affiliated member of C. T. A., and, by virtue of this affiliation, has representation on the State Council in Education. Charles W. Hunt, of Long Beach, has been the association's able representative since the affiliation and will continue in this capacity for the coming year.

Application for membership and requests for information regarding the formation of new units or sections should be made directly to the secretary of the state association.

Proceedings of the Fresno Conference will be forwarded to members of the association in June. To keep the membership informed on activities, the committee on publications plans a series of news-letters, to be issued from the office of the secretary.

\* \* \*

You Bet Your Life and Fun With Facts are recent publications of Travelers Insurance Company, Hartford, Connecticut, which should prove valuable to teachers who are endeavoring to develop programs in Safety Education. Copies of both publications are available in quantity lots from local representatives of the company.

Dr. Ray Lyman Wilbur, president of Stanford University, is president of American Social Hygiene Association, with national headquarters at 50 West Fiftieth Street, New York City. The purpose of the Society is to encourage, strengthen and preserve American family life. Ask for free folders on Objectives and Methods, and publications, exhibits and films, through health protection, wholesome environment, successful living. The monthly *Journal of Social Hygiene*, the *Social Hygiene News* and pamphlets are available, without charge, through membership. Annual dues \$2.00.

\* \* \*

### Recreational Training

**S**AN FRANCISCO State College Physical Education Department has a recreational training camp at Big Basin California Redwood Park, June 2 to 16. Our aim is to provide trained leaders in recreation who can organize and administer an entire summer camp program.

Two units of college credit will be offered by taking 5 of the 9 courses offered:

#### Organization and Administration of

Camp Life .....	1/2 unit
First Aid .....	1/2 unit
Archery .....	1/4 unit
Leathercraft .....	1/4 unit
Nature-Study .....	1/2 unit
Life-Saving .....	1/4 unit
Swimming .....	1/4 unit
Recreational Games .....	1/4 unit
Campfire Program .....	1/2 unit

This broad field will equip recreation leaders with valuable knowledge of outdoor life and methods of running a summer camp.

Additional information may be secured from the San Francisco State College Physical Education Department.—Daniel S. Farmer, Assistant Professor of Physical Education.

\* \* \*

Several hundred central California high school students attended the annual spring conference of the California Scholarship Federation held at San Mateo High School.

\* \* \*

### Conservation Education

**A**UBREY D. BRANDON of Santa Rosa, member, Conservation Committee, California State Chamber of Commerce, has contributed a noteworthy article on Education in Conservation to a recent issue of *The Teacher*.

This new friendly magazine, published monthly (except July and August) at Santa Rosa, goes to all members of Sonoma County Teachers Association. Editor is Lucile Rood Kelly, Box 12, Sebastopol. Charles W. Wiggins of Healdsburg is president of the county board of education.



# GENERAL SCIENCE

## GENERAL SCIENCE AND THE ELEMENTARY SCHOOL PROGRAM

*Everett T. Calvert, Instructor in the Department of Education at Yale University; on year's leave of absence as Kern County Supervisor of Research and Guidance.*

**T**HERE seems to be a rapidly growing tendency in progressive schools to include more general science material if not actually to center the elementary school curriculum around general science. This tendency is probably stronger in California than in many states; but the fact remains that it is really nationwide in scope.

Educators are beginning to realize not only the natural interest that science holds for children but the importance of science in helping us understand, control and adjust ourselves to our environment as well. The Thirty-first Yearbook of the N. S. S. E., the Fourth Yearbook of the N. E. A. and the subsequent work of Craig, Curtis, and many others have given great impetus to this movement.

Most of the leading publishers of elementary school textbooks and supplementary materials have sensed this growing place of science; and an abundance of material is making its appearance on the market. This material may be divided into four groups, viz., science readers for the regular formal reading programs, textbooks for separate science courses, materials fusing general science with social science and other subject matter fields, and above all a vast body of, what may be termed, reference material on both general and special topics and in various fields of interest. Of course, some of this material is good and some of it is not so good; but it would go much beyond the scope of the present article to discuss the quality of the various publications and which are and which are not conducive to desirable science teaching.

Courses of study for elementary schools are giving more attention to science, particularly in the states of California, Maryland and Virginia and in the cities of Pasadena, Los Angeles, Oakland, San Francisco, Long Beach, Houston, New York, St. Louis, Detroit, Denver, Pittsburgh, and others. In the California State Department of Education, this work is being most admirably pushed forward by Helen Heffernan, and her many collaborators. The Science

Guides and other material being prepared is not being excelled any place in the country.

**Some Reasons for Teaching more Science:** There are many reasons why science teaching should continue to grow in elementary schools. In spite of the vast growth of secondary schools and higher education, the elementary school remains the school of the masses. As a result certain reasoning attitudes, abilities, and habits of thinking and a belief in our own ability to shape our physical, social, economic and cultural destinies must be developed, if our democracy is to be preserved against the forces of ignorance and selfish interests which are now tending to destroy it. Science has contributed more than anything else to our civilization and must be given a more important role in the schools if democracy is to be preserved and if intelligence and reason are to guide our thinking.

Another reason for increasing emphasis on general science is the extreme difficulty of making real and meaningful to the young child many of the abstract concepts involved in the social studies. The latter is particularly true in at least grades 1-6. Of course, this does not imply a disregard of the social implications of science nor a dropping of the social studies. It only means a shifting of emphasis on the junior high school level and a postponement of some social science materials from grades 1-6 to higher up. Desirable attitudes and the ability to get along with others will be developed just as well if not better when children's learning activities are centered around their natural environment. The science program is very significant from a mental hygiene point of view as well, if it is taught in the right way.

**The Science Program in the Rural Schools of Kern County:** As a result of some of the things discussed in the foregoing, Kern County has started a long range plan of making a bigger place for science in the schools under the supervision of County Superintendent Herbert L. Healy and his staff.

In order to call attention to general science as well as to find in a general way what was being done and what materials were being used, a questionnaire was sent to the teachers to start with. The responses of 155 teachers in grades 1-8 to the nine questions asked concerning general science and health education were as follows:

1. Are you giving attention to the teaching of General Science as a separate subject? Yes, 24. No, 131.
2. Does Nature Study make up all of the General Science that you are teaching? Yes, 64. No, 83.
3. If given as a separate subject, approximately how many minutes are given science per week? The average of those reporting was 51 minutes.
4. Is the teaching of General Science integrated with the social studies in your classroom? Yes, 116. No, 23.
5. Do you think more attention should be given to the teaching of General Science information? Yes, 73. No, 55.
6. Do you treat Health Knowledge (sanitation, disease prevention, good foods, etc.) in set periods during the week? Yes, 72. No, 83.
7. Do you consistently discuss health problems as they arise in the community, school and classroom (such as colds and their prevention, malnutrition, health habits, epidemics, etc.)? Yes, 139. No, 18.
8. Do you think more attention should be given Health Education? Yes, 113. No, 30.

Following this questionnaire, a committee of teachers assisted the writer and the librarian in the selection of two science readers and additional miscellaneous material for our county school library. This committee also assisted in the construction of two General Science information tests which are now being published by Southern California School Book Depository. We were unable to find suitable diagnostic science tests so these were constructed and given throughout the county. This was done in order to call attention to General Science and to present a desirable type of science concepts for the study of teachers.

At present the course-of-study for the seventh and eighth grades is being revised. A committee of teachers under the direction of J. Harl Tener, General Supervisor, and the writer is planning the new section to be devoted to science. This is to be a tentative program centered around the California State Science Guides and is to be revised during the next three years. In addition the County courses-of-study for the primary and intermediate grades will be revised during the next two years.

Of course there are many ways of inaugurating science programs and some are more extensive and better than our own. However, everything must be adapted to local school situations, equipment and personnel; hence our own type of program in this particular field.

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### Chemistry Assembly

(Continued from Page 39)

The curtain rises with a long table front center with three eight ounce bottles of detonating gas and a student with a match at each bottle. (The detonating gas is made by mixing a bottle of hydrogen with half a bottle of oxygen.)

**Center Student:** You have just seen how molecules of hydrogen and oxygen combine to form water. We will now show you how the combination actually occurs when the real gases are used. (All three light matches and touch off the bottles in quick succession.)

Bang! Bang! Bang!

Quick curtain.

\* \* \*

### School Publicity

**SCHOOL** Public Relations Association will hold 3 meetings on problems of school publicity in Detroit, June 26 and 27, the Saturday and Sunday before the National Education Association convention. Radio programs, movie-making, publicity planning, problems of lay-out, and the making of pictographs will be discussed by those engaged in these activities, members of the Association will report on recent campaigns, and Joy Elmer Morgan will address the Associa-

tion's banquet on "Honoring Educational Leaders as School Interpretation."

The School Public Relations Association is an organization of the men and women professionally employed in school interpretation. Since its organization two years ago, it has held meetings twice a year and has organized an exchange of publicity materials among school systems and local and state teachers associations.

Laurence B. Johnson, field secretary, New Jersey State Teachers Association, is President, and Courtney Monsen, secretary, Pasadena Board of Education, is secretary-treasurer. Dues are \$2.00 a year.

\* \* \*

Zero to Eighty, being my lifetime doings, reflections, and inventions, also my journey around the moon, by Akkad Pseudoman (E. F. Northrup), a large volume (290 pages with illustrations and color plate) issued by Scientific Publishing Company, Princeton, New Jersey, is a fascinating imaginative story of the first humans to circumnavigate the moon.

Dr. Northrup believes that he has solved the problem of escaping the earth's gravitational attraction and navigating projectile ships in celestial space.

## COMING

**June 7-13**—Shut-In Week. San Francisco Shut-In Association, 150 Golden Gate Avenue; Peter R. Maloney, president.

**June 12**—C. T. A. Board of Directors, regular meeting. San Francisco.

**June 21-27**—The One Hundredth Meeting, American Association for the Advancement of Science. Denver.

**June 22-July 2**—Institute of International Relations. Mills College. Joseph W. Conard, executive secretary.

**June 26-July 1**—N. E. A. annual convention. Detroit.

**July 12-23**—School Executives 7th Annual Conference. University of California Summer Session, Berkeley. For detailed 6-page folder address School of Education.

**August 2-7**—World Federation of Education Associations. Seventh biennial conference; Tokyo, Japan.

**October 8-9**—California School Trustees Association; annual convention, Fresno.

**November 7-13**—American Education Week; climax of Horace Mann Centennial.

**November 26-27**—California Kindergarten-Primary Association; 14th annual state convention. Hotel Vista del Arroyo, Pasadena. Hostesses,—Pasadena, Alhambra, Glendale.

\* \* \*

### Mills International Institute

**I**NSTITUTE of International Relations, for men and women, third annual session, will be held again at Mills College, June 22 to July 2. Successful institutes of this type, of great value and significance, have been held at Mills College and other colleges throughout the United States over a period of some years.

Chairman of the executive committee of the Institute is Dr. Stanley Armstrong Hunter of Berkeley; executive secretary, Joseph W. Conard, Mills College.

\* \* \*

### Master Key Arithmetic

**H**OUGHTON MIFFLIN COMPANY has issued a particularly beautiful and interesting brochure telling the story of the Master Key Arithmetic, a new and noteworthy series which they have just published.

Dr. Frank A. Clapp, creator of the series, has embodied in it many years of thorough study and progressive thought.

California teachers interested in this remarkable new arithmetic series may obtain the brochure by addressing Houghton Mifflin Company, 500 Howard Street, San Francisco.



# CORONET

for  
MAY, 1937

## TEXTUAL FEATURES

### FACTUAL:

Fair for Nothing  
Milk the Public  
Can Survival Be Proved?  
Why They Confess  
Great Green Turtle  
Dancing Speaks  
From Mouth To Mouth

### FICTIOAL:

The World Laughs  
Intermezzo At Iran

### UNUSUAL:

The Howling Derivatives  
The Thinking Dog

### PERSONAL:

Murder By Print  
About Philip Evergood

### HISTORICAL:

Ride Of The Valkyr  
Man About Napoleon  
The Queen As Cat

### CULTURAL:

"The Disasters Of War"  
Talking Pictures  
Paintings In Little  
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### SATIRICAL:

Something to Work For  
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Meet The

### METRICAL:

In Old Segovia

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How To Talk Science

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This, Too  
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Why?  
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That Is Worse  
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Mrs. Holland  
Anna Boscovic  
Earl of Dorset  
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Like A Fish  
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Cold Shower  
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Way Of All Flesh  
"Red And Staff"  
Negro Head  
"The Old Order"

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Six Native Types

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Sunbath  
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Like A Bronze

### STRANGE

Chrysler Bldg. In Raodtrip  
Ultimate Close-up  
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Fungus  
Stone Age  
Gnarled Oak  
Meal Time  
Barnyard Boss  
Fern Buds Unrolled  
First Fram  
MARINE  
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a humor magazine  
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# CORONET

DAVID A. SMART

Publisher of ESQUIRE and CORONET

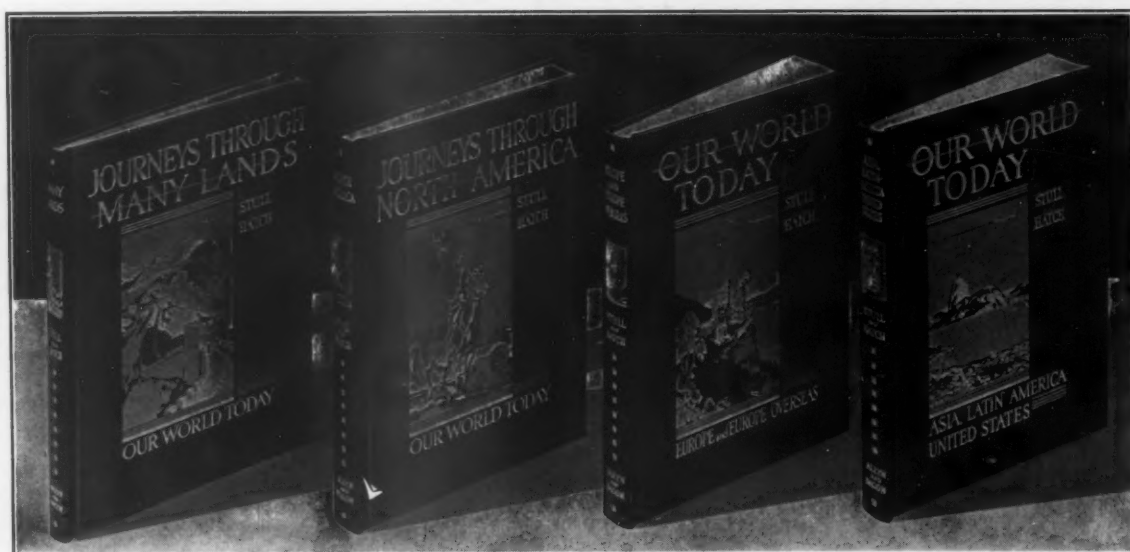
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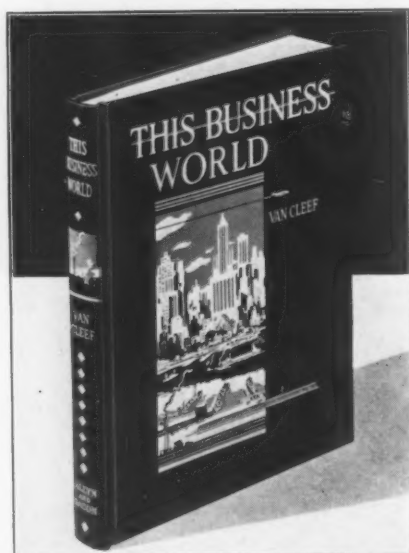
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## THE NEW GEOGRAPHY



For this associated life, with its achievements and failures, does not go on in the sky nor yet in a vacuum. It takes place on the earth. The geographical setting enters into the very make-up of the social happenings that form history.

—JOHN DEWEY: *Democracy and Education*.

A recent addition to the new Geographies is *This Business World* by Professor Eugene Van Cleaf of Ohio State University, an economic, commercial, and industrial geography.

A special feature of *This Business World* is the format. The large page allows the use of superior maps. Maps are recognized as one of the most vital elements in the presentation of geographic facts. The large page also gives room for a superior set of illustrations which parallel the text and afford excellent material for study.

As in the New Geographies by Stull and Hatch, the interdependence of nations throughout the world is emphasized in *This Business World*. People everywhere are coming to realize that the farther civilization advances, the more interdependent nations become. Every one should then understand his own relation to the distribution and quantity of the earth's resources.

Social intelligence is the first requisite to social security. Geographic knowledge is basic to social intelligence. *This Business World* will furnish geographic knowledge which will contribute markedly to the development of accurately informed, clear-minded American youth.

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